

EMPOWER GUIDEBOOK

Second Edition

Ten Ways to Empower Children to Live Healthy Lives

Standards for Empower Child Care Facilities in Arizona



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EMPOWER

Introduction

As parents, teachers, health professionals and community members, we want young children to develop healthy habits. We know that these habits begin at home and in the early childhood setting. The Arizona Department of Health Services (ADHS) Empower Program is a voluntary program reaching more than 200,000 children in licensed child care facilities throughout Arizona. These children are relying on Early Care and Education (ECE) professionals to provide a significant portion of their daily physical activity, nutrition and overall well-being.

Recognizing the importance of child care settings in helping our youngest children get a healthy start, ADHS has created the Empower Guidebook: Ten Ways to Empower Children to Live Healthy Lives. This guide is designed to help child care providers and ECE professionals implement the 10 standards of the Empower Program. The Empower Guidebook is based on current science, public health research and national recommendations.

The guidebook can be used by professionals in a variety of settings, including:

- ★ Group and family child care centers and homes, after-school programs, Head Start centers and other Child and Adult Care Food Program (CACFP) facilities.
- ★ Sponsoring agencies, community coalitions, local early childhood organizations, government agencies and other groups interested in improving health and prevention practices in ECE settings.

Child care and ECE programs will find resources including strategies and activities, family handouts and sample policies. Child care teachers will find specific recommendations for implementing the Empower Standards in their classrooms.

By implementing the Empower Standards, you are supporting healthy relationships with food, encouraging physical activity, preventing exposure to tobacco and second-hand smoke, supporting sun safety and promoting healthy oral health practices so the children in your care can develop a healthy foundation for optimal growth and development.

Thank you for being an everyday Superhero for Health!



HOW TO USE THE GUIDEBOOK

This guidebook is intended to be used as a tool to assist early care and education facilities on implementing the 10 Empower Standards. This guidebook is put together in a simplified format that includes:

- ★ **Standard Overview:** In this section you will find information on why the standard is important, how to implement the standard, age-specific guidelines and key terms.
- ★ **Policy:** After reading the overview, the next step for your facility is to write a policy for each standard. A policy is considered a statement of intent or a commitment. In the policy, you are showing your commitment to address all of the specific points listed in the overview.
- ★ **How do I write the Policy?** To help write a policy, two sample policies are provided. Facilities are welcome to use the policies as is or adapt them to meet the needs of each specific program. Policies can be incorporated in the facility's policies and procedures manual and shared with families and staff. Word documents of the sample policies can be downloaded at www.theempowerpack.org.
- ★ **Teacher Activities:** In this section you will find examples of activities that the teachers can use to implement each standard. For more examples, please visit the Empower website at www.theempowerpack.org.
- ★ **Family Handouts:** In this section you will find handouts for the families of the children in your care. Facilities can provide copies of these handouts to the families of the children to help establish healthy habits at home. Teaching children about healthy lifestyles requires child care providers and families to work together. The handouts are provided in both English and Spanish and are available for download at www.theempowerpack.org.

10 WAYS TO EMPOWER CHILDREN TO LIVE HEALTHY LIVES

- ★ **Standard 1:** Provide at least 60 minutes of daily physical activity (teacher-led and free-play) and do not allow more than 60 minutes of sedentary activity at a time, or more than three hours of screen time per week.
- ★ **Standard 2:** Practice “sun safety.”
- ★ **Standard 3:** Provide a breastfeeding-friendly environment.
- ★ **Standard 4:** Determine whether the site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.
- ★ **Standard 5:** Limit serving fruit juice to no more than two times per week.
- ★ **Standard 6:** Serve meals family-style and do not use food as a reward.
- ★ **Standard 7:** Provide monthly oral healthcare education or implement a toothbrushing program.
- ★ **Standard 8:** Ensure that staff members receive three hours of training annually on Empower topics.
- ★ **Standard 9:** Make Arizona Smokers’ Helpline (ASHLine) education materials available at all times.
- ★ **Standard 10:** Maintain a smoke-free campus.

Empower child care facilities will develop and implement a written policy for each standard that meets the needs of all children served.

Policies should be effective no later than July 1, 2013.

STANDARD OVERVIEW & POLICIES



STANDARD 1

PHYSICAL ACTIVITY

Plan at least 60 minutes of daily physical activity (teacher-led and free-play). Limit screen time to three hours or less per week and do not allow more than 60 minutes of sedentary activity at a time.

Why is this Standard important?

Physical activity and movement are an important part of development, learning, and growth of young children. During the first six years of life, infants, toddlers and preschoolers will develop **gross motor skills** (like kicking and throwing) and learn healthy habits by participating in physical activity. Physical activity should take place both indoors and outdoors, according to sun safety recommendations. Decreasing sedentary time, including screen time, is important because it is associated with increased risk for obesity.

To meet this Standard, you will develop and implement a written policy that includes:

- ★ Daily physical activity in curriculum with the following guidelines:
 - Time:** At least 60 minutes per day for children one year and older (see Table 1).
 - Type:** Must include both **free-play** and **teacher-led** physical activities according to the guidelines in Table 1.
 - Every child should have the opportunity to participate in outdoor physical activity.
 - Physical activity should **NEVER** be used or withheld from children as punishment.
 - Intensity:** Physical activity should include both **moderate** and **vigorous** physical activity.
 - Different children may find different activities more vigorous. If children are greatly fatigued by an activity, re-direct them to a less intense activity or modify the activity.
- ★ Limiting sedentary time to less than 60 minutes at a time, except when sleeping (see Table 2).
- ★ Limiting screen time to three hours or less per week (see Table 2).
 - No screen time during meal or snack time.
 - Children under age two should have no screen time.
- ★ Information on screen time (in English and Spanish) will be made available to families at least once per year (see family handouts).

PHYSICAL ACTIVITY GUIDELINES (Table 1)



Age Group	Time spent in physical activity, per 8-hour day			Time spent in physical activity, per 4-hour day		
0-11 months	Start with short periods of tummy time (3-5 minutes) and increase up to 30 minutes as the infant shows enjoyment; include up to 30 minutes for activities that safely support infant's developmental milestones (e.g., kicking, crawling, reaching for objects)			Start with short periods of tummy time (3-5 minutes) and increase up to 15 minutes as the infant shows enjoyment; include up to 15 minutes for activities that safely support infant's developmental milestones (e.g., kicking, crawling, reaching for objects)		
1-6+ year-olds	60 min total	30 min of free-play	30 min of teacher-led	30 min total	15 min of free-play	15 min of teacher-led

Tip: The recommended amount of time for physical activity can be split into shorter intervals. For example, the 60 minute requirement could be met by providing four sessions of 15 minutes each.

SEDENTARY TIME AND SCREEN TIME GUIDELINES

(Table 2)

Child Care Facility Age Group	Screen Time	Other Sedentary Activities
0-23 months	No screen time under two years of age	Less than 60 minutes at a time, except when sleeping
2-6+ year-olds	Three hours or less per week	Less than 60 minutes at a time, except when sleeping

Remember: Screen time should be limited to educational and physical activity use only. Computer use for school-age children completing homework assignments or children with special health care needs who require the use of assistive and adaptive computer technology are excluded from the screen time limitation. Physically active screen time, such as dancing video games, is also excluded from the screen time limitation.

Definitions:

Gross motor skills: The ability to move and control large muscle groups, such as legs and arms. Examples of gross motor skills include throwing, kicking and walking.

Teacher-led physical activity: Activity that the teacher organizes, initiates, participates in and leads. Examples include: leading a nature walk and organized games. Teacher-led physical activity is important because it allows the teacher to be in charge of the amount of time and intensity of physical activity and ensures that all children participate.

Free-play physical activity: Activity that the children initiate, such as playing tag and swinging on swings. Free-play activity is important for children to develop social skills and cooperation. It is also important for free-play to be active rather than passive (i.e., playing on a playground rather than sitting in a sandbox).

Moderate physical activity: Activity that causes small increases in breathing or heart rate. A child who is moderately active may sweat but can comfortably carry on a conversation. Moderate activities include walking, playing on outdoor play equipment and climbing.

Vigorous physical activity: Activity that causes large increases in breathing or heart rate. A child who is vigorously active will breathe rapidly and can only speak in short phrases. Vigorous activities include running, skipping and jumping.

Tummy time: The time infants spend on their stomachs during the day, which will build strength and coordination in their neck and upper body.

Screen time: The time spent in front of a TV, computer and other electronic devices.

Sedentary activity: Non-moving activity like reading and drawing.

PHYSICAL ACTIVITY SAMPLE POLICY #1

We at (name of child care facility) are committed to our children's health. We recognize the importance of staff as positive role models for children as they learn to live healthy lives. Research has indicated that the child care setting is a strong predictor of young children's physical activity levels and likelihood to model healthy habits.

Policy (example is for an 8-hour long program)

In our efforts to promote physical activity, we at (name of child care facility) will follow these guidelines:

Birth through 11 months:

- ★ Daily physical activity will be planned and provided:
 - Staff will engage young children in short periods of tummy time (3-5 minutes) and increase up to 30 minutes, as child shows enjoyment.
 - Staff will include up to 30 minutes per day in curriculum for physical activities that safely support infants' developmental milestones.
- ★ Sedentary time will be limited to less than 60 minutes at a time, except when sleeping.
- ★ Screen time is not permitted.

12 months to 23 months:

- ★ Daily physical activity will be planned and provided:
 - Staff will include up to 60 minutes per day in curriculum for physical activity.
 - Thirty of the 60 minutes will be teacher-led and 30 minutes will be free-play.
 - Staff will encourage moderate and vigorous levels of physical activity.
- ★ Sedentary time will be limited to less than 60 minutes at a time, except when sleeping.
- ★ Screen time is not permitted.

Two to six years and older:

- ★ Daily physical activity will be planned and provided:
 - Staff will include up to 60 minutes per day in curriculum for physical activity.
 - Thirty of the 60 minutes will be teacher-led and 30 minutes will be free-play.
 - Staff will encourage moderate and vigorous levels of physical activity.
- ★ Sedentary time will be limited to fewer than 60 minutes at a time, except when sleeping.
- ★ Screen time will be limited to three hours or fewer per week.
 - Staff will only permit screen time for children ages two and older.
 - If screen time is allowable, staff will provide no more than three hours of screen time per week, unless screen time engages children in physical activity or is used for educational purposes.

Physical activity will never be used or withheld as a punishment.

Information on screen time (in English and Spanish) will be made available to families at least once per year.



PHYSICAL ACTIVITY

SAMPLE POLICY #2

We at (name of child care facility) are committed to our children's health. We encourage all children to participate in a variety of physical activity opportunities that are appropriate for their age, that are fun, and that offer variety. If children are inactive for long periods of time they can be at risk for problems associated with being overweight. In keeping with this philosophy, our facility will follow the guidelines below:

- ★ Infants under the age of 12 months will participate in tummy time and age-appropriate activities as enjoyed by the child.
- ★ All children over the age of one are provided at least 60 minutes of physical activity every day, including both teacher-led and free-play activities in accordance with the Empower guidelines.
- ★ Staff will encourage moderate and vigorous levels of physical activity.
- ★ Every child will have the opportunity to participate in outdoor physical activity.
- ★ We encourage children to be active throughout the day exploring their environment by limiting sedentary activities to fewer than 60 minutes at a time (except during nap time).
- ★ Screen time is not permitted for children under the age of two and limited to fewer than three hours per week for children ages two and older.
- ★ No screen time during meal or snack time.
- ★ Physical activity is never used or withheld as punishment.

Information on screen time (in English and Spanish) will be made available to families at least once per year.



STANDARD 2

SUN SAFETY

Why is this Standard important?

Too much sun exposure can be dangerous. Overexposure to the sun is the leading cause of skin cancer, premature aging and cataracts. Damage occurs any time skin becomes sunburned or tanned. Arizona has the highest skin cancer rates in the U.S. and the majority of a person's lifetime sun exposure occurs before age 18. Children can easily be sunburned during outdoor play. Children are especially susceptible to harmful ultraviolet radiation and childhood exposure is a primary indicator for developing skin cancer later in life.

To meet this Standard, you will develop and implement a written policy that includes:

- ★ Protecting all children and staff from overexposure to the sun during any outdoor and physical activity session by:
 - Following the age-specific sun precautions according to Table 1.
 - Checking the intensity of the sun's rays when planning outdoor activities through the **ultraviolet or UV Index** to prevent overexposure to the sun's rays.
 - Limiting exposure during peak UV hours (from 10 am to 4 pm).
 - Encouraging staff to protect their own skin and the children's with sunscreen, lip balm, hats, sunglasses, clothing and shade.
 - Checking with the child's family before applying sunscreen.
 - Encouraging the child's family to apply sunscreen to children before they arrive at your site.

- ★ Information on sun safety (in English and Spanish) will be available to families at least once per year (see family handouts).

PROTECTING CHILDREN FROM SUN OVEREXPOSURE BY AGE GROUP

AGE GROUP	SUN PROTECTION	PRECAUTIONS FOR ALL CHILDREN
0-11 MONTHS	<p>For a newborn, use a stroller with a hood that can be adjusted to block sun. Infants under six months old should be kept out of direct sunlight to protect their sensitive skin. All children under 12 months should have limited sun exposure.</p> <p>Protect baby's head and shade their face with a wide-brimmed hat and cover exposed arms and legs with lightweight cloth or clothing. Soft-foam sunglasses also protect baby's eyes.</p> <p>SUNSCREEN:</p> <p>Please make sure you check with the child's family before applying any sunscreen.</p> <p>Minimal sunscreen may be applied to an infant's face and the backs of hands after checking with child's family who've consulted with their pediatrician. Choose a moisturizing (non-alcohol-based) water-resistant sunscreen.</p> <p>Sunscreen can be used with children six months and older if parental/pediatrician approval is given.</p> <p>Any sunscreen should first be tested on the child's forearm for a potential reaction.</p> <p>A sunscreen with a Sun Protection Factor (SPF) of 15 or higher is preferred. Lip balm should have an SPF of 15 or higher to protect lips. Avoid applying sunscreen near eyes.</p>	<ul style="list-style-type: none"> ★ Wide-brimmed hats can be used on children of all ages with adult supervision. ★ Seek shade under an awning, tree, or cover children with an umbrella, especially during the most intense sun times (10 am to 4 pm). ★ Remember, a sunburn can occur even on cloudy or cool-temperature days and at higher elevations. ★ The sun's ultraviolet or UV rays can reflect off of water and sand and cause sunburns. ★ Encourage the child's family to apply sunscreen to children before they arrive at your site.

(Table 1)

AGE GROUP	SUN PROTECTION	PRECAUTIONS FOR ALL CHILDREN
1-6+ YEAR OLDS	<p>With a toddler, use a canopy stroller or attachment to shade the child.</p> <p>Sunglasses can be worn by toddlers and older children to protect eyes from the sun's UV rays to prevent cataracts later in life.</p> <p>SUNSCREEN:</p> <p>Please make sure you check with the child's family before applying any sunscreen.</p> <p>Children ages three and older can be taught to self-apply sunscreen. First, have children practice by applying imaginary sunscreen onto exposed skin, starting with their face. Use fun imagery; for example, rub sunscreen on your neck like a giraffe, on your toes like a turtle, etc. Avoid eyes and inner ears. Once proficient, they can use real sunscreen.</p> <p>Older children enjoy a discovery approach to sun safety. For example, the sun is a glowing ball of plasma 93 million miles away, but its invisible UV rays can burn and damage skin. Protecting your skin with a wide-brimmed hat, sunglasses, sunscreen, long-sleeved lightweight clothing, staying in the shade, etc. provides a superhero layer of protection from the sun's potentially damaging UV rays.</p>	<p>★ Remember, sunscreen lasts about 2½ hours, so reapplication is necessary by lunchtime. Once skin is wet or sweaty, sunscreen becomes less effective. No sunscreen is waterproof and none provide all day protection.</p> <p>★ Some centers provide gallon jugs of nonallergenic sunscreen for children to use on site. Choose one with SPF 15 or higher.</p>

Definitions:

(Table 1 Cont.)

Ultraviolet Index (UV Index): The UV Index provides a daily forecast of the expected risk of overexposure to the sun.

SUN SAFETY

SAMPLE POLICY #1



We at (name of child care facility) are committed to protecting the health and safety of students and staff. While we like to provide opportunities for outdoor physical activity, we also want to make it sun safe. Well-defined research has documented a multitude of negative health conditions from overexposure to the sun.

Policy:

The (name of child care facility) agrees to follow the precautions below for all outdoor activities:

- ★ Staff will follow the age-specific recommendations, as described in Table 1 under the Sun Safety Standard, when planning outdoor activities.
- ★ Staff is encouraged to protect the children's skin (and their own) by:
 - Using sunscreen, lip balm, hats, sunglasses, light clothing and shade.
 - Limiting exposure during peak UV times, from 10 am to 4 pm.
 - Regularly checking the UV Index to monitor the intensity of the sun's rays and plan for outdoor activities accordingly.

Information on sun safety (in English and Spanish) will be available to families at least once per year.



SUN SAFETY

SAMPLE POLICY #2

We at (name of child care facility) are committed to our children's health and protecting children from the sun's rays during outdoor activities. In keeping with this philosophy, our facility will:

- ★ Ask the child's family to apply sunscreen prior to arriving at our child care facility.
- ★ Ask the child's family to provide a hat, sunglasses, and/or long sleeve clothing for their child that staff will put on the child when outdoors.
- ★ Check with the child's family before applying sunscreen.
- ★ Provide shade during outdoor activities.
- ★ Limit outdoor activities between the hours of 10 am and 4 pm, when the UV rays are at their highest level.
- ★ Regularly check the UV Index for the intensity of the sun's rays and plan for outdoor activities accordingly.
- ★ Be a role model for sun safe practices.
- ★ Limit sun exposure for children under 12 months old.
- ★ Follow guidelines in the Empower Guidebook on protecting infants, toddlers and older children from harmful sun rays (see guidebook).

Information on sun safety (in English and Spanish) will be available to families at least once per year.

STANDARD 3

BREASTFEEDING

Why is this Standard important?

As a child care provider, an important thing you can do for babies is support their parents' decisions about infant feeding, especially the mother's breastfeeding (nursing) efforts. Breast milk is the ideal food for infants to both nourish them and protect them from obesity and illness, including ear infections, upper and lower respiratory infections, diarrhea and others.

Exclusive breastfeeding is ideal nutrition and enough to support optimal growth and development for the first six months of life. With so many infants in child care, providers of child care can play a vital role in supporting a mother's continuation of breastfeeding.

Breastfeeding is also good for child care providers because they have:

- ★ Babies with less **colic** and spitting up.
- ★ Diapers that do not smell badly.
- ★ Babies who are sick less often.
- ★ Breast milk that does not stain clothes.
- ★ Mothers who feel good about child care because they can continue to breastfeed their babies.

Remember: Whether or not to breastfeed (and for how long) is a mother's personal choice, but you can make it easier for moms who choose to breastfeed to continue nursing once they've left their infants in your care.

To meet this Standard, you will develop and implement a written policy that includes the following guidelines that support a breastfeeding-friendly environment:

- ★ Provide breastfeeding mothers a place to breastfeed or express their milk.
 - Breastfeeding mothers, including employees, shall be provided a private and sanitary place to breastfeed their babies or express milk. This area will have an electrical outlet, comfortable chair and nearby access to running water. A bathroom is not acceptable.

- ★ Provide a refrigerator for storage of expressed breast milk.
 - Ask the mother to bring in her expressed breast milk in an unbreakable container.
 - All breast milk will be labeled with the infant's full name (first and last) and the date it was brought to the center.
 - Breast milk will be stored in a designated space within the refrigerator and freezer.
- ★ Reassure nursing mothers that they are welcome by displaying breastfeeding promotion information.
 - Place the “Welcome to our breastfeeding-friendly facility” sign, included in the Empower Pack, on your doors or windows so that the families can see it. This will encourage mothers to initiate and continue breastfeeding after returning to work or school.
- ★ Information on breastfeeding (in English and Spanish) will be available to families at least once per year (see family handouts).

Remember: If mothers have questions about breastfeeding, refer them to the Arizona Department of Health Services Breastfeeding Hotline (available 24/7): 1-800-833-4642. Someone is always available to answer questions.

Tip: Watch the breastfeeding support video for child care providers on the Empower website: www.theempowerpack.org

Definitions

Exclusive breastfeeding: When only breast milk is fed to the child; no solids, water or other liquids are given.

Colic: A condition in which an otherwise healthy baby cries or displays symptoms of distress frequently and for extended periods, without any discernible reason.



STORAGE DURATION OF FRESH HUMAN MILK FOR USE WITH HEALTHY FULL-TERM INFANTS

LOCATION	TEMPERATURE	DURATION	COMMENTS
Countertop, table	Room temperature (up to 77°F or 25°C)	6–8 hours	Containers should be covered and kept as cool as possible; covering the container with a cool towel may keep milk cooler.
Insulated cooler bag	5–39°F or -15–4°C	24 hours	Keep ice packs in contact with milk containers at all times; limit opening the cooler bag.
Refrigerator	39°F or 4°C	5 days	Store milk in the back of the main body of the refrigerator.
Freezer compartment of a refrigerator	5°F or -15°C	2 weeks	Store milk toward the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.
Freezer compartment of refrigerator with separate doors	0°F or -18°C	3–6 months	Store milk toward the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.
Chest or upright deep freezer	-4°F or -20°C	6–12 months	Store milk toward the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.

Source: Academy of Breastfeeding Medicine (2004)

BREASTFEEDING

SAMPLE POLICY #1

We at (name of child care facility) are committed to providing ongoing support to breastfeeding mothers. Research has documented a multitude of health benefits to both the mother and infant when the infant is breastfed.

Policy:

The (name of child care facility) will adhere to the following guidelines:

- ★ Breastfeeding mothers shall be provided a place to breastfeed or express their milk.
 - Breastfeeding mothers, including employees, shall be provided a private and sanitary place to breastfeed their babies or express milk. This area will have an electrical outlet, comfortable chair and nearby access to running water. A bathroom is not acceptable.
- ★ A refrigerator will be made available for storage of expressed breast milk.
 - Breastfeeding mothers and employees may store their expressed breast milk in the child care facility's refrigerator. Mothers should provide their own containers, clearly labeled with their baby's first and last name and the date it was brought to the facility.
- ★ Reassure nursing mothers that they are welcome by displaying breastfeeding promotion information.
 - Place the "Welcome to our breastfeeding-friendly facility" sign, included in the Empower Pack, on your doors or windows so that parents can see it. This will encourage mothers to initiate and continue breastfeeding after returning to work or school.

Information on breastfeeding (in English and Spanish) will be available to families at least once per year.

BREASTFEEDING SAMPLE POLICY #2

We at (name of child care facility) are committed to providing ongoing support to breastfeeding mothers and will respect a mother's decision to continue to breastfeed her child. In keeping with this philosophy, our facility will:

- ★ Provide a welcoming atmosphere that encourages mothers to initiate and continue to breastfeed, even after returning to school or work.
- ★ Provide a designated place for mothers to breastfeed their child on site (such as a rocking chair).
- ★ Provide a refrigerator for storage of expressed breast milk.

Information on breastfeeding (in English and Spanish) will be available to families at least once per year.



STANDARD 4

CHILD & ADULT CARE

FOOD PROGRAM

(CACFP)

Determine whether the site is eligible for the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP), and participate if eligible.

Why is this Standard important?

The Child and Adult Care Food Program (CACFP) plays a vital role in improving the quality of child care for children by making care more affordable for many low-income families. CACFP helps Arizona child care facilities improve and maintain the health and nutritional status of children while promoting the development of good eating habits. CACFP provides healthy meal plans that support the limitation of juice and provide a variety of nutritious foods. Young children that attend participating family child homes, child care centers or Head Start programs can receive up to two meals and one snack or two snacks and one meal for each eligible participant, each day that meets USDA nutritional standards. Eligibility is based either on the poverty status of the area or on the income of the enrolled children's families.

To meet this Standard, you will develop and implement a written policy that includes:

- ★ Checking eligibility of the children in your care for the Child and Adult Care Food Program by:
 - Visiting CACFP's website at: www.azed.gov
 - Calling 1-800-352-4558 to consult with CACFP staff to determine if the program is a good fit for your facility.
- ★ If eligible, participate in the CACFP program.
- ★ Document eligibility and participation status.



What are the benefits of CACFP?

- ★ Reimbursement to improve your current menus to offer more fresh fruits and vegetables, whole grains, and low-fat dairy products.
- ★ An increase in the health and nutritional status of children enrolled while promoting good eating habits.
- ★ The additional reimbursement also helps to keep the cost of tuition at more affordable levels.

Eligibility for Child Care Centers

Eligible programs include non-residential, licensed or approved, public or private non-profit child care centers. Preschools, Head Starts, and outside-school-hours programs meeting the CACFP requirements are also eligible.

For-profit child care centers may participate if at least 25% of their total enrollment or license capacities, whichever is less, receive compensation under Title XX of the Social Security Act.

Eligibility for Group Homes

Home providers may participate under the auspices of a non-profit or public agency called a sponsoring organization. These organizations are responsible for the training, monitoring and implementation of the Program. For a list of sponsoring organizations, go to: www.azed.gov

Eligible Participants:

- ★ Infants through 12 years old.
- ★ Children of migrant workers 15 years old and under.
- ★ Mentally or physically handicapped persons, as defined by the State, who are enrolled in an institution or a child care facility serving a majority of persons 18 years and under.

Steps to check eligibility for CACFP:

1. The director of the center or designated staff will visit the CACFP website to learn more information about the program at: www.azed.gov/health-nutrition/cacfp/
2. The director of the center or designated staff will call CACFP at 1-800-352-4558 to determine if this program is a good fit for the facility.
3. If the facility is determined to be a good fit, the director of the center or designated staff will sign up and attend three free training courses including: Business Track, Nutrition Track, and Computer Track.
4. You will receive an application electronically and must submit it within 90 days of the first training.

NOTE: Maintain a copy of the application in your facility.

CACFP

SAMPLE POLICY #1

We at (name of child care facility) recognize the importance of affordable child care while also providing quality nutrition to low-income families. The Child and Adult Care Food Program (CACFP) helps Arizona child care facilities improve and maintain the health and nutritional status of children while promoting the development of good eating habits. CACFP also cuts costs of care for low-income families.

Policy:

The (name of child care facility) will explore the CACFP program and check eligibility by:

- ★ Having the director of the facility or designated staff visit the CACFP website: www.azed.gov
- ★ Having the director of the facility or designated staff call CACFP at 1-800-352-4558 to determine if this program is a good fit for the facility.

The (name of child care facility) (“is” or “is not”) participating in CACFP at this time.

Get additional information regarding this program from the director or visit: www.azed.gov



CACFP SAMPLE POLICY #2

We at (name of child care facility) are committed to the health of all of our children. CACFP supports child care facilities by making child care more affordable for many low-income families while promoting good eating habits. Eligibility for CACFP is determined by federal standards based on family income within established geographic boundaries. Our facility will check and document eligibility for CACFP.

At this time, the (name of child care facility), (participates or does not participate) in the CACFP.

If you would like additional information regarding eligible family enrollment, please contact CACFP at 1-800-352-4558.



STANDARD 5

FRUIT JUICE

Limit serving fruit juice to no more than two times per week.

Why is this Standard important?

Whole fruits and vegetables are preferred to juice because they provide nutrients and fiber that may be lost in the processing of juice. Even 100% pure juice offers no nutritional advantage over whole fruits or vegetables. Drinking too much juice may be linked to children being overweight and childhood obesity and can result in decreased appetite for other nutritious foods, leading to poor nutrition. In addition, excessive juice consumption is associated with **tooth decay**.

To meet this Standard, you will develop and implement a written policy that includes the following guidelines:

- ★ Fruit juice will not be served to infants (0-11 months).
- ★ Fruit juice will not be served more than two times per week to children one year of age and older.
- ★ No more than ½ cup (or four ounces) of fruit juice will be offered at one time for enrolled children younger than six years of age.
- ★ No more than six ounces of fruit juice will be offered at one time for children six years of age or older.
- ★ If fruit juice is served:
 - It will only be 100% fruit juice with no added sugar.
 - It will only be served during meal or snack time and not continuously throughout the day.
- ★ Information on fruit juice (in English and Spanish) will be available to the families at least once per year (see family handouts).



FRUIT JUICE SAMPLE POLICY #1

We at (name of child care facility) are committed to our children's health. We recognize the importance of staff as positive role models for children as they learn to live healthy lives. The American Academy of Pediatrics recommends that preschool children drink no more than four to six ounces of 100% fruit juice each day. If consumed in excess, children will fill up on juice and may eat less of nutritious foods during meals and snacks. Too much juice may also provide more calories than needed and expose children's teeth to too much sugar. Fruits and vegetables provide more fiber and less sugar than 100% fruit juice.

Policy:

The (name of child care facility) adheres to the following fruit juice guidelines:

Birth through 11 months:

- ★ Fruit juice shall not be served.

One year and older:

- ★ Fruit juice shall not be served more than two times per week.
 - Only 100% fruit juice with no added sugar shall be served.
 - Only 4-6 ounces shall be served at one time.
 - Fruit juice shall only be served with meals and snacks and not continuously throughout the day.
- ★ Water shall be used as the first choice for thirst.
- ★ Water shall be offered throughout the day.

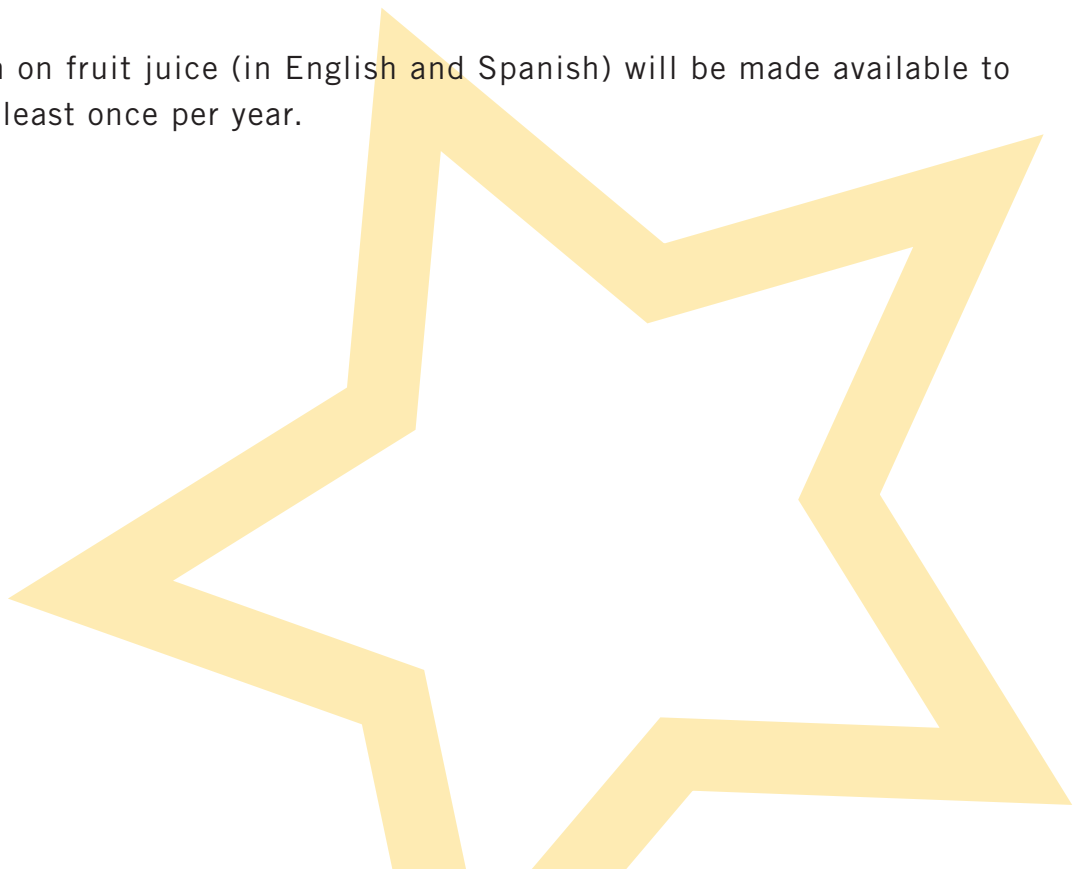
Information on fruit juice (in English and Spanish) will be made available to families at least once per year.

FRUIT JUICE SAMPLE POLICY #2

We at (name of child care facility) are committed to supporting your child in establishing lifelong healthy eating and drinking habits. Too much juice may be linked to weight problems and is associated with tooth decay and decreased appetite for other nutritious foods. Too much juice may also take the place of more nutritious beverages such as fat-free or low-fat (1%) milk or water. In keeping with this philosophy, our facility will:

- ★ Not serve fruit juice to infants birth-11 months.
- ★ Limit 100% fruit juice with no added sugar to no more than two times per week for all children one year and older.
- ★ Only 4-6 ounces shall be served at one time. Fruit juice shall only be served with meals and snacks and not continuously throughout the day.
- ★ Water shall be used as the first choice for thirst and will be offered throughout the day.

Information on fruit juice (in English and Spanish) will be made available to families at least once per year.



STANDARD 6

FAMILY-STYLE

MEALS

Serve meals family-style and do not use food as a reward.

Why is this Standard important?

A “family-style” meal encourages and supports social, emotional, **gross** and **fine motor** skill development. Caregivers/teachers sitting and eating with children is a chance to get children to interact with each other and for positive role modeling by the adult caregiver/teacher. Conversations at the table add to a fun mealtime environment and provide opportunities for informal modeling of good eating behaviors, communication about eating and teaching about nutrition. **Family-style** meals also encourage children to serve themselves, which develops their hand-eye coordination.

Family-style meals allow caregivers to set the stage for meal and snack times that are more productive and pleasant. Eating should be a fun experience in child care and at home.

To meet this Standard, you will develop and implement a written policy that includes:

★ Child care staff will:

- Participate, sit and interact with children at mealtime(s).
Let kids learn by serving themselves and place nutritious food options within reach, utilizing child-friendly serving utensils and containers.
- Let the children choose what to put on their plates and let the children decide how much to eat.
- Use encouraging words and avoid negative facial expressions, body language or verbal cues in regards to the food being served.
- Talk to the children about the food and encourage them to discuss the food texture, taste, color, shape, size, quantity, number, temperature, etc.
- Ensure that food is not used as a reward or punishment, which may result in negative and unhealthy eating behaviors in the future.
- Healthy eating handouts (in English and Spanish) will be made available for the families at least once per year.

Be Ready for Spills!

- ★ Have paper towels and soapy water handy to make cleaning up quick and fun for children.
- ★ Dry the floor to prevent slipping.
- ★ Spills are accidents. Avoid using negative remarks.

- ★ Family-style meals are not applicable to infants less than 12 months of age. Family-style meals should start at age one, to the extent possible.
- ★ Train staff, when possible, on the benefits of family-style meals and how to adapt age appropriate family-style meals in different settings. Watch the family-style meals video with actual Arizona child care facilities on the Empower website: www.theempowerpack.org
- ★ Easy-to-grasp child-size serving pieces and pitchers should be used to encourage children to participate in family-style meals. Bowls with

wide lips, like cereal bowls, are most easily handled by young children.

For more information on family-style utensils, please check the Empower website: www.theempowerpack.org

- ★ Toddlers and preschoolers eat as many as five or six times a day in meals and snacks. So don't worry, they'll eat what and how much they want when they're hungry. They will quickly learn that the healthy options you serve are the only items from which to choose. Just be sure to serve new foods with a few old favorites.
- ★ As a child care provider, share the concept of role modeling and family-style meals with the child's family and explain the importance of letting children make some of their own choices about food to build lifelong healthy eating habits.

Plan ahead of time:

- ★ Model how to pass a bowl using two hands, holding a bowl on the outside so the fingers do not touch the food.
- ★ Model how to pour and scoop using appropriate utensils. Even the young children can succeed with your encouragement!
- ★ Model how to use table manners, such as waiting for turns, sharing, and saying "please" and "thank you."

Definitions:

Family-style meal service: Serving foods in bowls or dishes (of any kind) on the table. Children are encouraged to serve themselves or with help from an adult. Caregivers eat the same food, promote healthy eating habits and create a positive mealtime environment. Enough food must be placed on the table to provide the full required portion size for all the children and adults at the table.

Gross motor skills: Big movements that use large muscles in the legs and arms. Examples of these activities include running, jumping and throwing.

Fine motor skills: Precise, coordinated movements, such as using your fingers to pick up a coin or tying your shoes.



FAMILY-STYLE MEALS

SAMPLE POLICY #1

We at (name of child care facility) are committed to creating a pleasant mealtime for all children and staff. We recognize that family-style meal service has many benefits in child care settings, like allowing teachers, caregivers and children to eat together and creating a relaxed environment. Also, this method is ideal to provide a conversational environment where children not only develop good social skills, but can also learn good eating habits.

Policy:

The (name of child care facility) subscribes to the recommendations below at mealtime for children one year of age and older:

- ★ Food is placed on the table in serving bowls, plates or baskets.
- ★ There are child-friendly serving utensils for food.
- ★ Staff will participate, sit and interact with children at mealtime.
- ★ Food is passed from one person to another.
- ★ Everyone serves him/herself (or receives assistance as needed). Children choose what to put on their plates and how much to eat.
- ★ There is adequate food on the table for all children and adults.
- ★ Encouraging words are used and negative facial expressions, body language or verbal cues are avoided in regards to the food being served.
- ★ Staff will talk to the children about the food and encourage them to discuss the food texture, taste, color, shape, size, quantity, number, temperature, etc.
- ★ Staff will not use food as a reward or punishment.
- ★ Staff will model family-style practices and etiquette for children.
- ★ Staff will be prepared for spills and accidents (e.g., keep a towel and soapy water nearby).

Healthy eating handouts (in English and Spanish) will be made available for the families at least once per year.

FAMILY-STYLE MEALS SAMPLE POLICY #2

We at (name of child care facility) are committed to supporting your child in establishing lifelong habits of healthy eating patterns. In keeping with this philosophy, our facility will:

- ★ Serve meals family-style whenever possible to support children in learning to serve themselves and develop healthy relationships with food. Our role as caregivers is to provide nourishing food. The child's role is to decide whether and how much to eat. We will never force a child to eat.
- ★ Model behaviors for healthy eating and positive body image in the presence of children by having staff members recognize the important role adults play as role models for children as they learn to live healthy lives.

Healthy eating handouts (in English and Spanish) will be made available for the families at least once per year.



STANDARD 7

ORAL HEALTH

Provide monthly oral health education or implement a tooth brushing program.

Why is this Standard important?

Tooth decay is an infectious disease and a serious problem among young children, especially in Arizona. One in every three children in Arizona has had tooth decay by his or her third birthday. **Tooth decay**, if left untreated, can cause health problems and can affect learning, speech and eating. Children are often unable to verbalize their dental pain. Teachers may notice a child who is having difficulty attending to tasks or who is demonstrating the effects of pain through anxiety, fatigue, irritability and withdrawal from normal activities.

To meet this Standard, you will develop and implement a written policy that:

- ★ Provides monthly oral health education. Refer to the activities in the guidebook and adjust according to age.
- ★ Implements a toothbrushing program at your facility. For more information on how to implement a toothbrushing program, please see the example provided on the Empower website under Standard 7.
- ★ Allows teachers to follow recommendations to prevent tooth decay.
- ★ Provides information on tooth decay prevention (in English and Spanish) to the families at least once per year (see family handouts).

Tooth decay is almost entirely preventable and your child care center can play an important role in preventing this disease by:

- ★ Adding an oral health component to your monthly education curriculum. You can add the monthly activities in this guidebook to your curriculum for educating children on the importance of good oral health.
- ★ Implementing a toothbrushing program at your facility. For more information on how to implement a toothbrushing program, please see the example provided on the Empower website under Standard 7.

All child care facilities should implement the following recommendations:

- ★ Assure that teachers/caregivers never share food or utensils with a child or baby, or lick a pacifier to ‘clean’ it before giving it to a baby or toddler.
- ★ Assure that teachers/caregivers never put a child to sleep with a bottle; sleeping with a bottle at night or at nap time promotes tooth decay.
- ★ Encourage teachers to educate or inform parents to clean their children’s teeth at home.
- ★ Educate caregivers and parents on how to avoid passing germs by taking care of their own teeth to reduce the amount of bacteria they can pass to their baby or child.
- ★ Assure that children in your center are not allowed to carry a bottle or sippy cup around during the day unless it is water.
- ★ Assure that children in your center are not allowed to snack constantly throughout the day. Snack times should be scheduled and provide healthy choices.
- ★ Encourage teachers to educate families on the importance of a dental visit by their child’s first birthday.

Definitions:

Tooth decay: An infectious disease that causes holes or cavities in the teeth and can destroy an entire tooth if left untreated. Tooth decay can lead to a serious infection that can potentially affect the entire body. In severe cases, it can be fatal.



ORAL HEALTH

SAMPLE POLICY #1

We at (name of child care facility) are committed to protecting the health and safety of students and staff. Our center recognizes that tooth decay is an infectious disease and a serious problem among young children, especially in Arizona. We also recognize that we as child care professionals can play an important role in preventing tooth decay and in educating the children, their families and staff on tooth decay prevention.

Policy:

The (name of child care facility) subscribes to the following recommendations to help prevent tooth decay:

- ★ Provide monthly oral health education. Refer to the activities provided in the Guidebook and adjust according to age.
- ★ Implement a toothbrushing program at our facility. (For more information on how to implement a toothbrushing program, please see the example provided on the Empower website under Standard 7).
- ★ Teachers will follow the recommendations below to prevent tooth decay:
 - Never share food or utensils with a child or baby.
 - Never put a child to sleep with a bottle.
 - Talk to the child's family, when possible, to encourage toothbrushing at home.
 - Ensure that children are not allowed to carry a bottle or sippy cup around during the day unless it is water.
 - Schedule snack times and provide healthy options. We will not allow snacking throughout the day.

Information on tooth decay prevention (in English and Spanish) will be made available to families at least once per year.

ORAL HEALTH SAMPLE POLICY #2

We at (name of child care facility) are committed to protecting the health and safety of our students and staff in regards to tooth decay, which is an infectious disease and a serious problem among young children in Arizona. Our facility recognizes that we play an important role in preventing tooth decay and in educating children, their families and staff on tooth decay prevention. In keeping with this philosophy, our facility will:

- ★ Provide oral health education once a month OR implement a tooth brushing program (choose one).
- ★ Guide our staff members on steps they can take to prevent tooth decay according to the age appropriate guidelines in the Empower Guidebook.

Information on tooth decay prevention (in English and Spanish) will be made available to families at least once per year.



STANDARD 8

STAFF TRAINING

Ensure that staff members receive three hours of training annually on Empower topics.

Why is this Standard important?

Empower-related **training** will help child care staff stay up-to-date on Empower topics, learn how to develop appropriate policies, and learn how to successfully implement the policies. Training on **age-appropriate** Empower topics will increase the self-efficacy of child care centers to implement all Empower Standards and gain inspiration from Arizona success stories.

To meet this Standard, you must develop and implement a written policy that:

- ★ Requires staff to receive three hours of training annually on Empower topics.
 - These three hours can be included in the 18 or 12 (depending on service setting) hours already required by Child Care Licensing.
 - Training topics should be **age-appropriate** and relate to the following Empower topics: physical activity, nutrition, oral health and tobacco education.
 - All Empower training should be **documented** by obtaining a certificate of completion or a signed document. Keep records of the staff's Empower-related training and have readily available.
- ★ Requires **Facility Directors** to provide training opportunities to staff.
 - **Facility Directors** will inform staff of all available Empower training opportunities, including the annual Empower conference, and training opportunities posted on www.theempowerpack.org.



Child Care Licensing Requirements

For more information on Child Care Licensing requirements for training, please see R9-5-403 Training Requirements of the Child Care Centers Rules and Statutes. A licensee shall ensure that documentation of a staff member's completion of training required by Child Care Licensing, including Standard 8 requirements, is signed by the facility director and dated. For more information on Child Care Group Home licensing requirements, please refer to R9-3-302 Training Requirement of the Child Care Group Home Rules & Statutes.

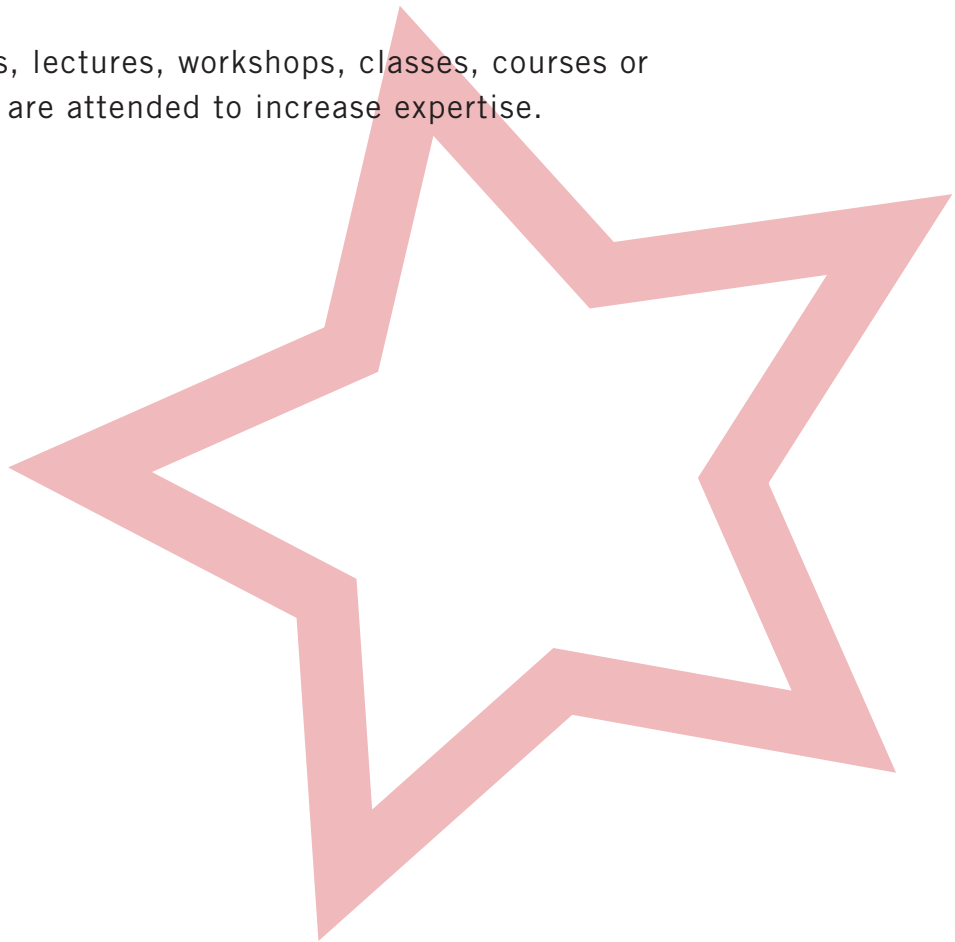
Definitions:

Age-appropriate topics: Educational topics that are consistent with a child's age and age-related stage of physical growth and mental development.

Documented: A permanent written, photographic or electronic record, stating an accomplishment that is signed and dated.

Facility Director: An individual who is designated by a licensee as the individual responsible for the daily on-site operation of a facility.

Training: Conferences, seminars, lectures, workshops, classes, courses or other modes of instruction that are attended to increase expertise.



STAFF TRAINING

SAMPLE POLICY #1

We at (name of child care facility) are committed to furthering staff education on the Empower Program and Empower topics. We recognize the importance of staff being well-educated about the following Empower topic areas: physical activity, nutrition, oral health and tobacco education.

Policy:

The (name of child care facility) subscribes to the below guidelines in order to improve staff knowledge on the Empower topic areas:

- ★ Staff shall receive three hours of training annually on Empower topics.
 - Staff shall attend training on age-appropriate topics on the following Empower topics: physical activity, nutrition, oral health and tobacco education.
 - All training attended shall be documented and records will be readily available.

- ★ Facility Directors shall regularly inform all staff of available Empower training.
 - Facility Directors shall visit www.theempowerpack.org once per month to identify new training opportunities.
 - Facility Directors must inform staff of all available Empower training opportunities, including the annual Empower conference and training opportunities posted on www.theempowerpack.org.



STAFF TRAINING SAMPLE POLICY #2

We at (name of child care facility) are committed to furthering staff knowledge on the Empower Program and Empower topic areas including: physical activity, nutrition, oral health and tobacco. In keeping with this philosophy, our facility will make sure that our staff receives or attends three hours of training annually on age-appropriate topics pertaining to physical activity, nutrition, oral health and tobacco education. All training shall be documented and records will be readily available.



STANDARD 9

ARIZONA SMOKERS'

HELPLINE (ASHLine)

Make ASHLine education materials available at all times.

Why is this Standard important?

In Arizona, 1.2 million residents use tobacco - about 19% of the population. Tobacco is known to cause cancer. Quitting tobacco will lessen the risk of lung, throat and mouth cancers and decrease risks for other chronic diseases. It can take 8-12 attempts before someone can successfully quit. The Arizona Smokers' Helpline (ASHLine) provides free services in both English and Spanish. The helpline has "quit coaches" who are real people located right here in Arizona. Most are former tobacco users so they've "been there" and understand how hard it is to quit - and stay quit.

To meet this Standard, you must develop and implement a written policy that includes:

- ★ Makes available information on the dangers of second and third-hand smoke (in English and Spanish). This information will be made available to the children's families and to staff at least once per year (see family handouts).

Optional:

- ★ If able, participate in the ASHLine Referral Training pilot program for child care facilities.
 - If you are interested in learning more about how to connect families to the ASHLine, you can take part in a pilot program.
 - If you decide to take part, ASHLine will give your staff a 30-minute free training about referring tobacco users to the program. For more information, please visit the Empower website at: www.theempowerpack.org.

Definitions:

ASHLine: Arizona Smokers' Helpline provides free services in both English and Spanish to help smokers quit. Contact 1-800-55-66-222 or www.ashline.org.

ASHLine

SAMPLE POLICY #1

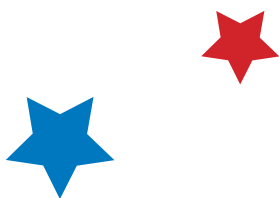
We at (name of child care facility) are committed to supporting the efforts of the Arizona Smokers' Helpline (ASHLine) to help staff and families quit tobacco. In Arizona, 1.2 million residents use tobacco. Tobacco is known to cause many kinds of cancer and chronic illnesses. In our efforts to protect the health of our children, their families and our staff, our facility will promote the ASHLine services.

Policy:

The (name of child care facility) adheres to the following guidelines:

- ★ This child care facility will make tobacco cessation treatment programs available to employees, families and visitors, utilizing the ASHLine as a referral resource.
- ★ This facility will refer staff or families to the ASHLine at 1-800-55-66-222 to speak with a "quit coach."
- ★ If able, we will participate in the ASHLine Referral Training pilot program for child care facilities.

Information on the dangers of second and third-hand smoke (in English and Spanish) will be made available to the children's families and staff at least once per year.



ASHLine SAMPLE POLICY #2

We at (name of child care facility) are committed to supporting the efforts of the Arizona Smokers' Helpline (ASHLine) to help staff and parents quit tobacco. In keeping with this philosophy and to protect the health of our children, their families and our staff, our facility will promote the ASHLine information on the dangers of second and third-hand smoke by placing them in a visible spot at least once per year so parents and staff can see them. We will also refer parents, when possible, to ASHLine.



STANDARD 10 SMOKE-FREE CAMPUS

Maintain a smoke-free campus.

Why is this Standard important?

In November 2006, the citizens of Arizona made their voices heard by passing the Smoke-Free Arizona Act (A.R.S. §36-601.01). The purpose of this law is to protect workers, customers and the general public from the harmful effects of second-hand smoke. This statute prohibits smoking in most enclosed public places, including child care centers and child care group homes that are licensed by the Arizona Department of Health Services. For more information on this law, please visit the Empower website at: www.theempowerpack.org. Standard 10 of the Empower Program goes above and beyond the requirements of the Smoke-Free Arizona Law. In this Standard, child care facilities are further ensuring a smoke-free environment for the children in their care by writing a smoke-free campus policy.

To meet this Standard, you will develop and implement a written policy that:

- ★ Ensures facilities that are licensed by the Arizona Department of Health Services abide by the Smoke-Free Arizona Act (A.R.S. §36-601.01). Please see enclosed brochures explaining the Smoke-Free Arizona Act.
- ★ Creates and displays the smoke-free policy outlining guidelines for a smoke-free campus.
 - Outline how employees, families, visitors and other guests in the child care buildings, grounds and properties will be informed.
- ★ Ensures facilities provide staff and families with written guidelines pertaining to the facility's smoke-free rules.
 - Guidelines shall include how to file a complaint or report a violation by calling 1-877-AZ STOPS (1-877-297-8677) or visiting: www.smokefreearizona.org/submit-complaint.asp
- ★ Posts the provided Smoke-Free Arizona Act sign at the entrance of the facility as a way of showing your commitment to providing a smoke-free environment for the children in your care.
 - To order more signs, please call 1-877-AZ STOPS (1-877-297-8677) or visit: www.tobaccofreearizona.com/resources

SMOKE-FREE CAMPUS

SAMPLE POLICY #1

We at (name of child care facility) are committed to providing a smoke-free environment for children and staff. Due to acknowledged hazards arising from exposure to second-hand smoke and as a recognized Empower child care facility, it shall be the policy of this child care facility to provide a tobacco-free environment for staff, children and parents.

Policy:

The (name of child care facility) is a smoke-free campus. Smoking and the use of tobacco products are prohibited at all sites, including buildings, grounds, company-owned vehicles, parking garages and lots (cars parked in child care lots) at all locations, and other facility-owned, leased or sub-leased locations.

This applies to all employees, parents, visitors, contractors, subcontractors, volunteers and other guests in the child care buildings, grounds or properties.

The (name of child care facility) adheres to the following guidelines:

- ★ All applicants for employment will be informed of the smoke-free policy prior to the applicant accepting an offer of employment.
- ★ This policy will be reviewed at New Hire Orientation and through internal communications.
- ★ Employees, parents and visitors will be notified of the policy. Appropriate smoke-free campus signage will be posted.
- ★ This child care facility will make tobacco cessation treatment programs available to employees, parents and visitors, utilizing the Arizona Smokers' Helpline (ASHLine) as a referral resource.

SMOKE FREE CAMPUS SAMPLE POLICY #2

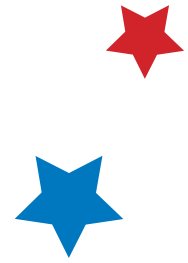
We at (name of child care facility) are committed to providing a smoke-free environment for children and staff due to acknowledged hazards from exposure to second-hand smoke. In keeping with this philosophy, our facility will notify all employees, families and visitors of the smoke-free policy. Appropriate signage will be posted.





TEACHER ACTIVITIES

EMPOWER ACTIVITY CALENDAR



- ★ Make a big circle outside. Practice moving in relationship to the circle. Can you move around it? Can you move in and then out of it? Can you run across it?
- ★ Practice your jumping skills. Bend your knees, push off the floor and reach to the sky. How high can you jump? How far can you jump?
- ★ Set up a few of your favorite toys. Roll up a pair of socks. Practice throwing the sock ball at the toys. Step with one foot towards the toys as you throw.
- ★ Get outside and go for a walk. Look for different shapes. Can you find a circle, a square and a triangle?
- ★ Try skating on some paper plates. Put your feet on the plates and slide around the room. Then put your hands on the plates and push them around the room.
- ★ Can you move like spaghetti? How about applesauce? How about a melting ice cube? Can you think of something else?
- ★ Turn on some music and try to keep moving for an entire song. Notice what it does to the way you are breathing.
- ★ How many parts of your body can you bend? Give it a try as you name the body parts.
- ★ Walk like your favorite animals through your home. When you get to a new room, change to a new animal.
- ★ Statues: Form a statue with your body. Hold really still while someone else tries to do the exact same statue. Take turns.
- ★ Walking with Style: Go on a backwards walk. Now try a sideways walk. How about walking while spinning?
- ★ River Jump: Roll up a towel and put it on the floor. Can you jump over it? Make the river just a little bit bigger. Can you jump over it now? How big can you make it?

- ★ Staple two paper plates together to make a flying saucer. Go outside, throw it, run to it, and then throw it again.
- ★ Start on one side of a room and be as big as you can. As you move to the other side, get smaller and smaller.
- ★ Clean Up! Spread out a bunch of small items in a space. Crab walk to each item; put the item on your tummy, and crab walk the item to a new spot.
- ★ As soon as you get up today, walk a lap, skip a lap, gallop a lap, and walk another lap around your home.
- ★ Collect ten stuffed animals, and put them in a line on one side of a room. How fast can you move them, one at a time, to the other side of the room?
- ★ Walk around your home three times. First fast, second backwards and third like your favorite animal.
- ★ How far can you kick a ball? Kick it hard, chase it, run back and kick it again.
- ★ Practice your hopping skills. Take off and land on the same foot. How many times can you hop in a row? Can you hop with both feet?
- ★ Hit a beach ball high in the sky and chase it as it flies through the air.
- ★ Pretend to be a butterfly that is flying around outside from flower to flower. Dart, dip, swoop and soar.
- ★ Make up a movement pattern: jump, jump, wiggle, jump, jump, wiggle. Your turn!
- ★ Make up a “movement story” and then act it out!
- ★ Stretch your body into the shapes of each letter in your name. Stretch big and small.
- ★ Have a three-legged walk with someone in your family. Stand side by side, with your inside legs touching – these two legs should move together as one leg.
- ★ Find an open space and work on rolling in different ways a long, straight body and a curled-up, small body.
- ★ Practice your volleying skills – find a balloon and try to keep it up in the air. Try volleying it with different parts of your body.
- ★ Practice passing a ball back and forth with someone using your feet. Start out close and keep moving further apart.
- ★ Find four pillows that are different sizes. Can you balance on each one without falling off?

★ = Each Day of the Month

TEACHER-LED ACTIVITY: JUMP THE RIVER

Purpose of Activity: The purpose of this activity is to give children the opportunity to practice the skills of jumping and landing while emphasizing swinging their arms when jumping and landing in a balanced position without falling.

Activity Cues: Swinging the arms from back to front when jumping, landing in a balanced position without falling.

Suggested Grade Level: Preschool (3-5 years).

Materials Needed: Something to jump over (jump rope, hoop, lines taped on the floor). Provide at least one object per child to jump over.

Description of Idea:

Conduct this activity in a large indoor or outdoor space with marked boundaries so that children know where they can and cannot move. Before beginning the activity, scatter the jump ropes or hoops throughout the space so they lay flat on the floor.

- ★ Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity.
- ★ To assist children in learning the fundamentals of jumping, teachers should initially ask children to takeoff on two feet and to swing their arms forward when they jump.
- ★ When landing, children should land on two feet, spreading their feet about shoulder width apart so they have a wide base of support when they land. After landing, children should proceed and jump over the next river.
- ★ Emphasis should be placed on landing on both feet at the same time without falling over.

- ★ Give children plenty of time to move throughout the space and jump over all the rivers.
- ★ For safety reasons, suggest that children not get closer than two giant steps from each other, especially when they are swinging their arms to takeoff and when landing.
- ★ After three to five minutes of jumping, children may need a brief rest period (30 to 60 seconds) before continuing the activity.

Variations:

- ★ Vary activity by asking children to see how high they can jump and how far they can jump when traveling over the river. Emphasize landing balanced without falling over.
- ★ More experienced children may like the challenge of clapping their hands as they fly through the air or turning in the air before they land. Whatever the variation, teachers and children should not lose sight of landing in a balanced position.
- ★ Do not feel limited to only jumping over hoops or jump ropes. This can be a great classroom integration activity and can have many variations. For example, ask children to draw or paint their own rivers on large sheets of paper. Make sure they draw fish, trees and other objects in and alongside their river. Tape children's drawings to the floor and pretend that the class is going on a trip. When children reach the different rivers scattered throughout the room, they must swing their arms and jump over the river, landing on the other side without falling over.
- ★ Teachers may also want to integrate this idea with a book they read to children about rivers or ways people travel.
- ★ More experienced children may want the challenge of taking off from one foot and landing on two feet or jumping off of one foot and landing on one foot. The focus should still be the same - swing arms when jumping and land without falling.

Assessment Ideas:

The National Association for Sport and Physical Education has developed benchmarks in this area that suggest that by the time a child completes kindergarten, he/she should be able to jump and land while being in control. This suggests that children this age should be able to jump in different directions, both on the ground and off of low obstacles, and to stay balanced and not fall when landing. Participating in activities such as “Jump the River” will provide children with opportunities for skill practice. Teachers can use this time to observe children’s jumping and landing skills and record their progression toward reaching benchmarks in this area.

Adaptations for Students with Disabilities:

Children with special needs who are not movement-restricted should have little difficulty participating in this activity. Children who have movement restrictions can still participate, but depending on the ability level of each individual child, teachers may need to hold the child’s hand to help them land on their feet without falling. Children in wheelchairs or those who have severe movement restrictions will not be able to participate in this activity.

Resource

PEcentral. Preschool Lesson Plans. “Jump the River,” posted on 12/13/2005. Available at www.pecentral.org/lessonideas/ViewLesson.asp?ID=2121#.UL-PEYPhqGw



TEACHER-LED ACTIVITY: MUSICAL STATUES

Purpose of Activity: The purpose of this activity is to give children the opportunity to move freely and practice their balance and coordination skills.

Activity Cues: Dancing, jumping, marching, balancing, listening to directions.

Suggested Grade Level: Preschool (3-5 years).

Materials Needed: A music player with upbeat music that you can play and stop easily (optional: drawings or pictures of people in various poses).

How to Play:

This activity can be done in any size space! Explain to children that you will play some music. Tell them that they can dance or move when they hear it, but must freeze and not move when the music stops and you call out, “Statue!” Encourage them to move as fast as they can – jumping, bouncing, marching, wiggling – only while the music is playing. Play and stop the music and call out, “Statue!” Repeat this several times.

Variations:

- ★ Hold up pictures for children and ask them to freeze in the pose that is shown.
- ★ If you are working within a larger space or outdoors, have children spread out and dance in different areas.

Resource

National Association for Family Child Care. Sesame Street: We have the moves! “Musical Statues.” Available at www.sesamestreet.org/cms_services/services?action=download&uid=46841dfe-a76c-4df7-8e40-d165417d9be5

SUNWISE ACTIVITIES

SPEEDY SUN RELAY RACE

One student in your group will be the “model.” The model’s job is to dress in sun-safe clothes as fast as possible with the help of the team. Across the field will be a pile of clothes. Each team member, besides the model, will take turns running to the pile, selecting one sun-safe item, and running it back to the model. The first team to have a completely SunWise model is the winner!

Estimated Time: 30 minutes.

Supplies: One set of the following SunWise clothes and items for each team:

- ★ Long-sleeved shirt (preferably with collar).
- ★ Long pants (optional).
- ★ Hats (wide-brimmed, cowboy, baseball, visor).
- ★ Sunglasses.
- ★ Empty bottles of sunscreen, some with SPFs of 15 and higher, some with lower SPFs.
- ★ Shoes (optional).
- ★ Various other articles of clothing that are not sun safe, like tank tops, t-shirts, shorts, etc.

Note: Make sure that the clothes are large enough for each student to put on and take off easily.

Learning Objective:

This activity will challenge students to think quickly about sun-safe behavior by selecting correct sun-safe clothes when presented with several options. Assess whether the students learned how these clothes will help protect them from the sun’s harmful UV rays by asking them the following questions:

- ★ What are three items that the model is wearing that you would pick to protect yourself? Explain why you chose these three items.
- ★ How many of you dress like the model when you play outside? Why do you think dressing like this is safer for you?
- ★ What will you remember to put on before you leave your house to protect yourself from UV rays?
- ★ Explain why you would take these actions.

Directions:

Organize the class into teams of five or more and line them up at the start of the race course. Place the pile of clothes at the other end of the race course. Have each team select one student to be the SunWise model. This student will stay at the starting point of the race, donning sun-safe clothes. The other team members should each take turns running to the pile of clothes, selecting one item, and bringing it back to the model. The first team to have a completely SunWise model is the winner. The SunWise models should be wearing a protective hat, long-sleeved shirt, sunglasses, and be carrying a bottle of sunscreen with a SPF of 15 or higher. Incorrectly dressed models must decide what they are missing and continue with the race.

HOT POTATO WITH THE SUN

Estimated Time: Teacher's discretion.

Supplies:

- ★ Ball (preferably yellow).
- ★ Music.

Directions:

Have the students make a large circle and pretend the ball is the sun. Students pass the ball to each other as music plays. When the music stops, the student with the ball should say one fact about how to protect themselves from the sun.

WATCH YOUR SHADOW

Estimated Time: At least two 15-minute intervals during one day.

Supplies:

- ★ Chalk (use different color chalk for each time of day you trace your shadow).
- ★ School yard with dark cement or blacktop.
- ★ Clear, sunny day.
- ★ Watch or clock.

Learning Objective:

The objective of this activity is to demonstrate to students what causes a shadow, how shadows change from morning to evening, and how they can tell by the length of their shadows what times of day they should seek protection from the sun's harmful UV rays. Ask the students to guess how their shadow will change during the day. Once the day is over, ask them to compare their prediction to the actual shape and size of their shadow.

Directions:

Take the students outside in the morning and again around noon. Have students choose a partner. Instruct the students to trace their partner's shadow using a piece of chalk on the cement surface of the schoolyard. They should begin tracing the shadow from the feet. Write the time students traced their shadows so later they can see how the different positions of their shadows correlate to the time of day. Go outside later in the day and have each student stand on the feet of their first shadow tracing. Instruct them to retrace their new shadow on top of the original. A variation is to race through this exercise, choosing different areas of the school grounds to draw the shadow outline. Or, have the student drawing the chalk outline close his/her eyes or wear a blindfold and let the student being outlined lead the drawer to the next location. Add additional locations requiring the students to run to the next location.



Discussion:

Discuss how shadows are formed. A shadow is a dark figure or image cast onto the ground by our bodies blocking the light of the sun. Both the sun and the moon can create shadows. We have noticeable shadows throughout the day except at “high-noon” when the sun is directly over our heads. Explain to the students that when their shadows are long (during the early and late parts of the day) the sun is not as intense. When their shadows are short (during the middle part of the day) the sun is more intense, and they are at a greater risk from the sun’s damaging UV rays. Also mention that visible light causes shadows, not UV rays. UV rays are present even on cloudy days. Nevertheless, the shadow rule is a good indication of UV intensity. Teach the students the shadow rule, “Watch your shadow. No shadow, seek shade!”

Questions and Answers:

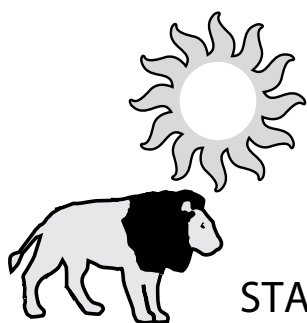
1. Do you always have a noticeable shadow? *No. Your shadow is long in the early morning and late afternoon. Your shadow is short during midday.*
2. Is your shadow always the same size? *No. As the sun rises and sets, your shadow gets longer and shorter.*
3. Can the moon make shadows? *Yes. When there is a full moon, the light is bright enough to create a shadow, but no UV rays are emitted from the moon.*
4. What is the shadow rule? *“No shadow, seek shade!”*

Resources

United States Environmental Protection Agency. SunWise: A program that radiates good ideas. www.epa.gov/sunwise.

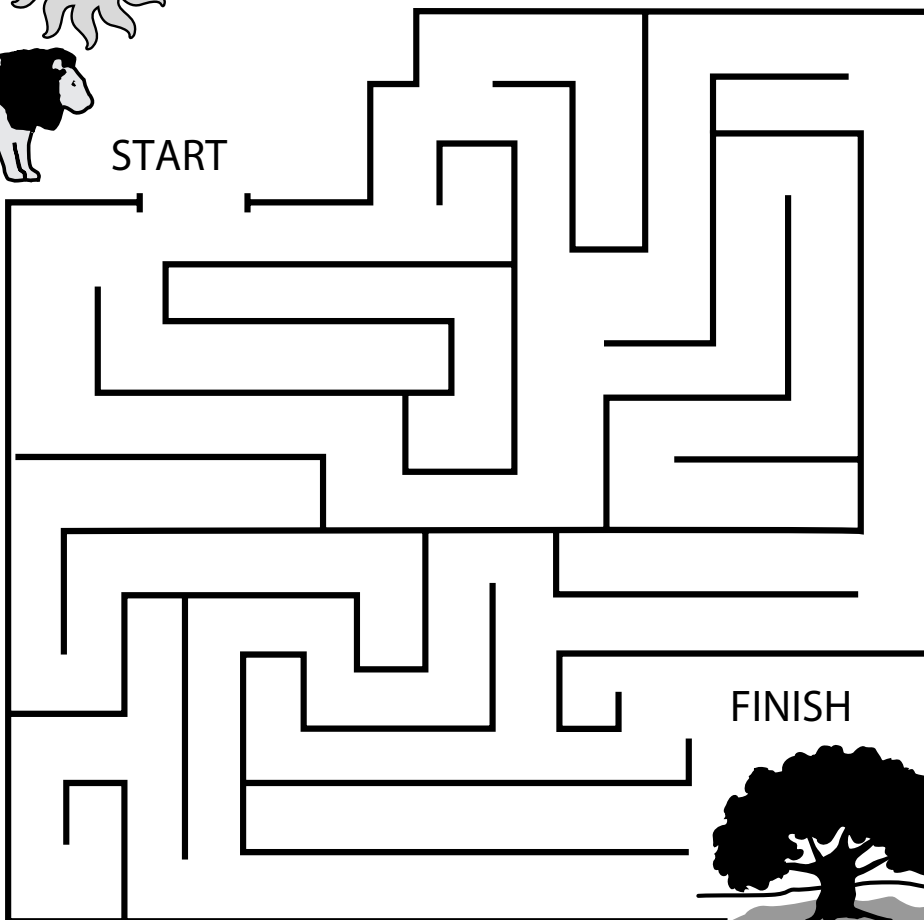
Arizona Department of Health Services. Physically active SunWise curriculum and activities & variations to make activities physically active. www.azdhs.gov/phs/sunwise/pdf/physical_activity.pdf.

ANIMAL MAZE

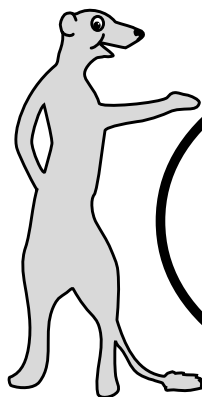
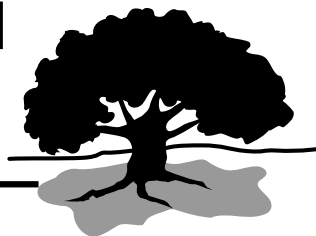


START

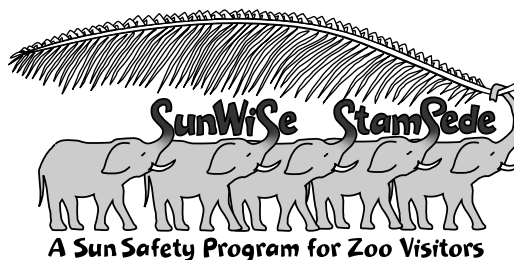
Heshimu the lion wants to leave the sunny, hot and dry desert. He needs you to help him find his way through the maze to a cool and shady place.



FINISH

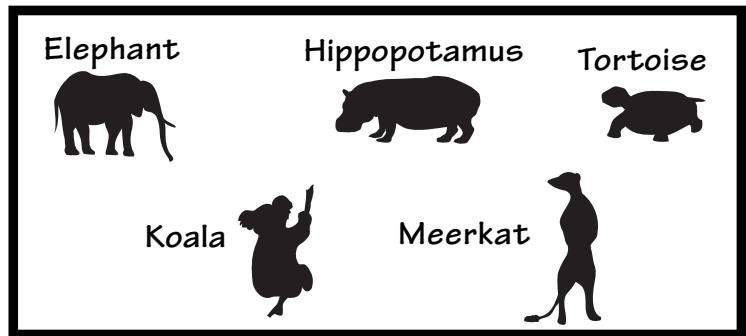


Don't forget to wear a wide-brimmed hat, use sunscreen with SPF 15+ and wear sunglasses to protect yourself from the sun's burning rays.

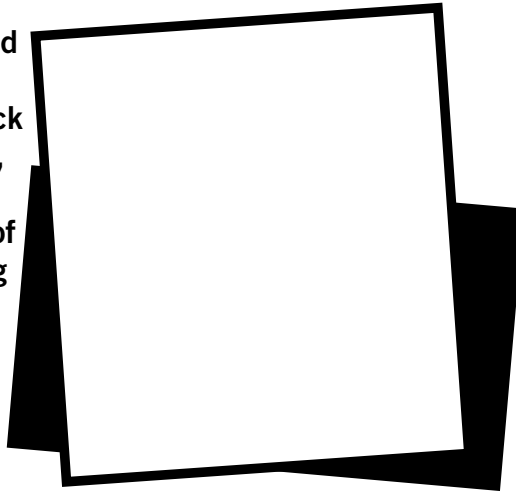


Who am I?

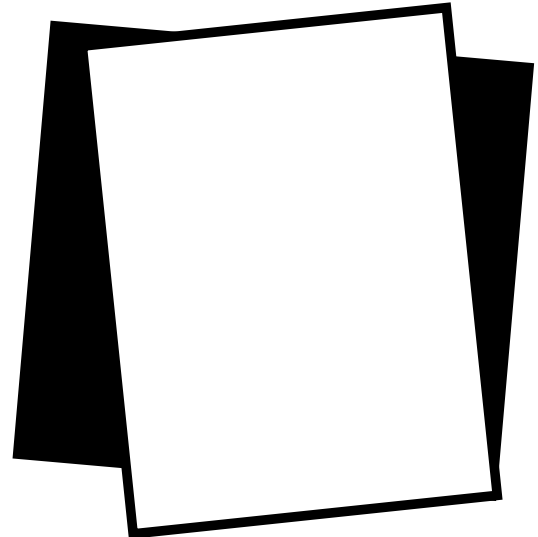
Can you find the SunWise animals? Match the animals at the right to the clue that tells how the animal protects itself from the sun's burning rays. Write the name and draw a picture of the animal in the box. And, draw yourself being SunWise in the circle.



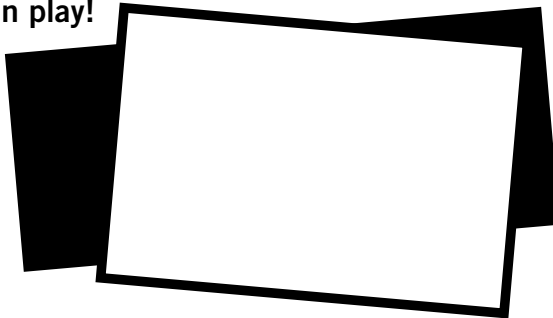
1. I put dirt and sand on my back to block out the sun, and drink trunks full of water, being thirsty's no fun!



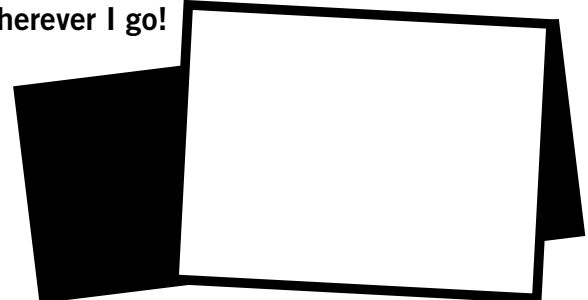
2. My black eye ring "sunglasses" protect my eyes from the sun's glare. I'm the coolest "kat" around with a social flare!



3. In water and mud I love to stay. My body makes an oily pink sunscreen to protect my skin so I can play!



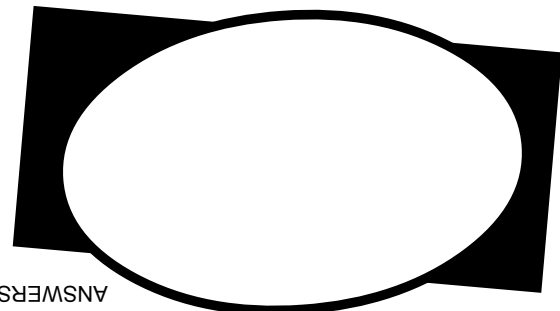
4. I'm low on the ground and I move real slow. My clothing protects me from the sun wherever I go!



5. From morning 'til evening, I avoid the sun's rays. Eucalyptus trees shade me - keep me cool through the days!



Sometimes I wear a hat and stand under a tree. I also wear sunscreen -- this animal is me!



ANSWERS: 1. Elephant 2. Meerkat 3. Hippopotamus 4. Tortoise 5. Koala

PROPER HANDLING AND STORAGE OF HUMAN MILK

By following safe preparation and storage techniques, nursing mothers and caretakers of breastfed infants and children can maintain the high quality of expressed breast milk and the health of the baby.

Safely Preparing and Storing Expressed Breast Milk:

- ★ Be sure to wash your hands before expressing or handling breast milk.
- ★ Remind parents that when collecting milk, it must be stored in clean containers, such as screw cap bottles, hard plastic cups with tight caps, or heavy-duty bags that fit directly into nursing bottles:
 - Avoid using ordinary plastic storage bags or formula bottle bags, as these could easily leak or spill.
- ★ Clearly label the container with the child's first and last name and the date brought to the facility or expressed:
 - Use the oldest milk first.
- ★ Do not add fresh milk to already frozen milk within a storage container. It is best not to mix the two.
- ★ Do not save milk from a used bottle for use at another feeding.

Safely Thawing Breast Milk:

- ★ As time permits, thaw frozen breast milk by either transferring it to the refrigerator or by swirling it in a bowl of warm water.
- ★ Avoid using a microwave oven to thaw or heat bottles of breast milk:
 - Microwave ovens do not heat liquids evenly. Uneven heating could easily scald a baby or damage the milk.
 - Bottles may explode if left in the microwave too long.
 - Excess heat can destroy the nutrient quality of the expressed milk.
- ★ Do not re-freeze breast milk once it has been thawed.

WATER

& 100% Juice



Give Your Kids the Best!

Water keeps kids hydrated best.

Replacing sweetened drinks, including 100% juice, with water is healthy and free.

Serving nutritious drinks to children promotes a healthy weight and a healthy lifestyle.

Modeling healthy eating and drinking encourages children to be healthy. Avoid drinking sugary drinks, including large amounts of juice, in front of children.

Serving fresh fruit instead of fruit juice is best because it is high in dietary fiber and is a natural source of energy.

Help protect the health of children you care for by not serving sugary drinks at all and limiting the amount of 100% juice provided.

Juice and fruit nectar are high in sugar and have fewer nutrients than fresh fruit.

Drinking too much juice may be associated with obesity, malnutrition, diarrhea & bloating.

Unpasteurized fruit juice may contain germs that can make kids sick.

NRC Health & Safety Tips

Water DOS & DON'Ts

- ✓ **DO** serve tap water. Most U.S. tap water is safe. For concerns, check local EPA water reports.
- ✓ **DO** make water readily available indoors and out.
- ✓ **DO** make drinking water fun. Add fruit such as frozen berries, lemon, lime, or orange slices.
- ✓ **DO** take water jugs with you outside.
- ✓ **DO** keep water and cups out at child-level all day.
- ⊗ **DON'T** substitute water for milk at meals or snacks where milk is a required food component.
- ⊗ **DON'T** serve water to infants under the age of 1 year unless the parent/guardian has received clear instructions from their health care provider.
- ⊗ **DON'T** serve water from a bottle or sippy cup because of the increased risk of a nutritional imbalance.

Juice DOS & DON'Ts

- ✓ **DO** serve 100% fruit juice from a cup only. It's okay to dilute it with water.
- ✓ **DO** limit 100% juice:

Ages 7 - 12 **8 to 12 oz/day***

Ages 1 - 6 **4 to 6 oz/day***



- ⊗ **DON'T** serve 100% juice or fruit nectars to infants under the age of 1 year.
- ⊗ **DON'T** serve juice or fruit nectars continuously throughout the day.
- ⊗ **DON'T** serve juice from a bottle or sippy cup because of the increased risk of tooth decay.

***This amount includes juice served at home.**



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WHAT ELSE CAN YOU DO?

Encourage Healthy Choices:

- Let children serve themselves: use small pitchers and single-use cups.
- Select a child to be the “water helper” for the day.
- Limit foods and drinks with added sugars or high amounts of natural sugars. (Added sugars come in many forms: high fructose corn syrup, brown rice syrup, evaporated cane juice, corn sweetener, dextrose, sucrose, etc.)
- Include healthy foods and drinks in your play kitchen.
- Talk to children about what foods and drinks you are serving and why.
- Stock the classroom with books that encourage healthy eating. (Check out this online [list](#)!)



Check the Label

100% JUICE	
Nutrition Facts	
Serving Size 8 fl. oz. (24 mL)	
Servings Per Container	
Amount Per Serving	
Calories 90	Calories from Fat 0
% Daily Value*	
Total Fat 0g	0%
Sodium 0mg	0%
Potassium 300mg	8%
Total Carbohydrate 22g	7%
Sugars 17g	
Protein 1g	
Calcium 2% • Iron 0% • Vitamin C 120%	
Vitamin A 4% • Thiamin 6% • Folate 6%	
Magnesium 6% • Vitamin B6 4%	
Riboflavin 2% • Niacin 2%	
Percent Daily Values are based on a 2,000 calorie diet. Not a significant source of saturated fat, cholesterol or dietary fiber.	
Ingredients: Organic grapefruit juice	

Partner with Caregivers/Teachers and Parents/Guardians:

- Share information about the impact of sugary drinks on children's health.
- Encourage everyone to model drinking water and eating fresh fruits and vegetables.
- Partner with a child care health consultant, dietitian, local chef or parent/guardian with a background in health or nutrition to help you identify ways to promote healthy eating.
- Share what you are doing to increase water and fruit consumption. (Discuss how your motivation is children's health, not to cut costs.)
- Ask parents/guardians if they provide juice at home and how much, so you will know how much to serve.
- Ask for your parents'/guardians' support in:
 - ✦ Providing low-fat, non-flavored milk (skim or 1% milk for children age two and older) or water in children's lunches instead of sugary drinks;
 - ✦ Reducing juice consumption at home;
 - ✦ Providing healthy options for special occasions; and
 - ✦ Talking with their child about the importance of drinking water and eating fresh fruit and vegetables.

RESOURCES:

Child and Adult Care Food Program (CACFP)
<http://www.fns.usda.gov/cnd/Care/ChildCare.htm>

Let's Move! Child Care
<http://healthykidshealthyfuture.org/welcome.html>

MyPlate: Health and Nutrition for Preschoolers (USDA)
<http://www.choosemyplate.gov/preschoolers.html>

Healthy Beverages in Child Care
<http://www.healthybeveragesinchildcare.org/resources/>

REFERENCE:

See **Standard 4.2.0.6: Availability of Drinking Water** and **Standard 4.2.0.7: 100% Fruit Juice**

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs*. 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association. Also available at <http://nrckids.org>.



Making the Most of Meal Times

As a provider, your job is to provide a variety of nutritious, tasty foods in a relaxing atmosphere. Here are some tips to help you make the most of your meal times.

Family-Style Dining

Family-style dining is one strategy that helps create a pleasant meal time. In family-style dining, the food is placed in serving bowls on the table. Providers sit with the children and food is passed from child to child with your help. To make family-style dining more successful:

- Have meals and snacks ready and on the table before children are seated.
- Use small pitchers for milk or juice, adult size cereal bowls as serving bowls and child-size serving utensils.
- Allow younger children to serve themselves bread, crackers or other foods that are easy to pick up.
- Have children help you set the table for meals and snacks. Glue a place setting onto a piece of cardboard for the helpers to use as a model.
- Consider each individual child's abilities. Some children may be able to serve themselves some foods independently, but may need help with other foods.
- Seat children who may need more help serving themselves near adults.
- Expect spills! Stay calm and have paper towels within easy reach of children so that they can help clean up messes.



Encourage children to eat a variety of healthy foods

- Ask parents about their child's experience with various foods.
- Serve a variety of foods, including new foods.
- Share the same meal, showing enthusiasm for new foods.
- Draw attention to the food that is offered. Encourage children to try each food.
- Never pressure or bribe children to eat certain foods.
- Do not focus on which foods a child has chosen or how much a child has eaten.
- Recognize and respect cultural eating differences.

(over)

Engage children in pleasant conversation during meals

- Speak quietly with the children and give them your full attention.
- Focus on the positive. It is not the appropriate time to argue, fight, scold or bring up misdeeds that may have been committed before the meal.
- It is also not the most appropriate time for you to teach concepts. Instead, think of yourself as a hostess or host of a dinner party. Facilitate children's conversations. Telling children to "Eat and be quiet" denies them the perfect opportunity to practice their social and verbal skills.
- Encourage children to take small servings, never forcing them to eat all the food on the plate.
- Allow children to leave the table if they do not like the food being offered or do not want to eat. Have a specific, quiet activity ready for these children nearby.
- Avoid using food to reward, comfort or punish children. It promotes unhealthy relationships with food.
- Respond calmly when children spill and encourage or help them to clean up.
- Ask children if they have had enough to eat, or remind them when the next meal or snack will be offered if the meal is about to end and they have only eaten a small amount.



Use open-ended discussion starters like:

- *What was your favorite activity this morning? Why?*
- *What would you like to do later today? Why?*
- *If you could be an animal, what would you be and why?*
- *What clothes do you think we will need to wear when we go outside?*
- *What was your favorite part of that book we read?*
- *To me, this food tastes like _____. What do you think?*
- *I like the taste of _____ more than _____. What about you?*
- *Last night for dinner/this morning for breakfast I had _____. What about you?*

ACTIVITY 1: JANUARY TALKING ABOUT THE IMPORTANCE OF TEETH

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: Used magazines

Talking About the Importance of Teeth

This activity involves talking about teeth and the importance of taking good care of them.

Display pictures from magazines that show people smiling, eating and talking.

Ask the children: What are these people doing with their mouths?

Possible Responses: Eating, talking, smiling, chewing.

Ask: Could you smile without a mouth? What do your teeth do for your smile?

Possible Responses: Teeth make your smile look nice; teeth make you look happy and help you chew food.

Have children pronounce the words 'teeth' and 'toothbrush.' Then have them try to say these words without their tongues touching their teeth.

Ask them to say the word 'smile.' Then ask them to try to say 'smile' without their upper and lower teeth touching.

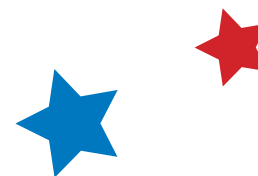
Ask: What other words would be hard to say if you didn't have teeth? (Examples are words beginning with S, L, and D).

Ask: What is your favorite food -or- What do you like to eat for dinner? Make a list of some of these.

Ask: Which of these foods could be easily eaten without teeth. Which ones must be chewed?

Ask: How many of you have baby brothers and sisters? How many teeth do they have? Is a baby's food different from the food you eat? Talk about this.

ACTIVITY 2: FEBRUARY KEEPING TEETH CLEAN



Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Keeping Teeth Clean

Ask: What are some of the things you do to keep yourself clean?

Possible responses: We wash our hands, take a bath and wash our hair.

Ask: Why do we need to clean our teeth?

Possible responses: To get rid of germs; so we don't get cavities; because it feels better to have a clean mouth.

Explain: Some germs in our mouth stick to the teeth. This is called plaque. We can't see plaque. It's 'invisible.' Plaque can cause a cavity (a little hole in the tooth) so we want to clean plaque away.

Ask: How can we clean our teeth?

Answer: Brush them.

Explain: We need to brush our teeth every day to remove the germs and keep our teeth clean. You should ask your mom or dad to help you brush your teeth.

Explain: Use just a tiny bit of toothpaste on your brush. Spit it out after brushing.

Note: Children should be assisted with toothbrushing up until about the age of eight, when they have developed enough dexterity to brush on their own. An adult should supervise young children while brushing to monitor the amount of toothpaste and to discourage the child from swallowing the toothpaste. Pre-school children are not yet capable of safe and effective flossing and flossing should begin when the teeth touch. If you choose to talk about flossing and show how it is done, be sure to stress that this is something to do only with the help of their parents.

ACTIVITY 3: MARCH SWISHING

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: A small cup of water for each child

The purpose of this activity is to help reduce bacteria in the mouth and dilute plaque. It should also reinforce the importance of a clean mouth.

After the family-style meal:

Ask: What have we learned about cleaning our teeth?

Possible answers: We need to keep them clean so we don't get tooth decay (cavities), holes in our teeth.

Explain: Here is one way to help keep them clean when you aren't home and don't have a toothbrush. Instruct them to watch you and then you will all try it together. Take a moderate sip of water and vigorously swish it around in your mouth while keeping your lips closed. When you swish it around in your cheeks, your cheeks will bulge out a bit and the children will see. Be sure to swish between your front teeth and lips keeping your lips closed. When you have finished, simply swallow the water.

Then, ask the children to join you and take another sip of water and continue to demonstrate as they also swish and swallow.

Ask: Does your mouth feel cleaner now?

Explain: It is always best to brush after meals, but if you can't this will help keep your teeth clean.

ACTIVITY 4: APRIL INCREASING TOOTHBRUSHING AWARENESS

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: Toothbrushing Chart

Increasing Toothbrushing Awareness

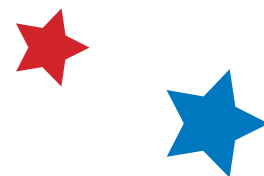
Ask: Who brushed their teeth yesterday?

Explain: We need to brush our teeth every day to keep them clean. You should ask your mom or dad to help you brush your teeth.

Explain: Use just a tiny bit of toothpaste on your brush. Spit it out after brushing.

Note: Children should be assisted with toothbrushing up until about the age of eight, when they have developed enough dexterity to brush on their own. An adult should supervise young children while brushing to monitor the amount of toothpaste and to discourage the child from swallowing the toothpaste.

Activity: Use a chart for a week to help them track their toothbrushing and reward them with a sticker, a star or simply have them draw a smiley face by their name to acknowledge them for each day they report brushing. This could be done every morning in their circle for one week. It may prompt discussion about toothbrushing.



ACTIVITY 5: MAY SING ALONG WITH JILL AND JAM CD

Target Audience: Children ages 3-5

Approximate Time: Prep time - none; Class time - 10 minutes

Materials: Jill and Jam: Going on a Journey: Songs for Every Body CD

Play Track 13 – Brush Your Teeth

Play Track 13 and have the children mimic brushing their teeth during the song.

The teacher can mimic brushing on a tooth model or print out a picture of the mouth and pretend to brush on the picture.

Ask: Why is it important to brush our teeth?

Possible responses: So we don't get cavities, so our teeth and gums stay healthy.

Ask: What are some other things we can do to keep our teeth healthy?

Possible responses: Eat healthy foods and go to the dentist. Have the children list some healthy foods and talk about positive visits to the dentist.



ACTIVITY 6: JUNE TOOTHBRUSHING SONG

Target Audience: Children ages 1-5

Approximate Time: Prep time - none; Class time - 10 minutes

Materials: One soft toothbrush and tooth model or picture of teeth

Toothbrushing Song: The purpose of this activity is to develop toothbrushing skills important for daily dental care. You will need a toothbrush and a tooth model or a picture of teeth.

Demonstrate basic brushing to children. Remember to slowly demonstrate brushing on the outside, the inside, and the chewing surfaces of the top and bottom teeth, using short back and forth or circular motions.

After children have a basic understanding of the technique, you can teach the children the following song to the tune of “Here We Go Round the Mulberry Bush.”

Have them mimic toothbrushing motions holding make-believe toothbrushes out in front of them while singing.

Tune: “Here We Go Round the Mulberry Bush”

This is the way we brush our teeth Brush our teeth, brush our teeth. This is the way we brush our teeth, Cleaning top and bottom.	This is the way we brush our teeth Brush our teeth, brush our teeth. This is the way we brush our teeth Cleaning where we chew.
This is the way we brush our teeth Brush our teeth, brush our teeth. This is the way we brush our teeth, Cleaning in and out.	This is the way we brush our teeth Brush our teeth, brush our teeth. This is the way we brush our teeth, Now we smile all day.

ACTIVITY 7: JULY BRUSH, BRUSH, BRUSH YOUR TEETH

Target Audience: Children ages 1-5

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: Paper and crayons

Ask: What have we learned about our teeth this year?

Possible answers: We need to brush them every day, germs cause tooth decay, our parents need to help us brush, or we need teeth to help us talk.

Ask: Why are your teeth important to you?

Possible answers: To look nice when I smile and to help me chew my food.

Activity: Ask the children to each draw pictures of themselves with a smile. Talk about why they like their teeth. If some children are missing baby teeth, discuss how they sound different until their new teeth come in. What if they didn't have new teeth to come in? Explain that when they lose their baby teeth they will get permanent teeth. The permanent teeth must last the rest of their lives. That's a long, long time so they need to take good care of them so they will have them when they are very old.

Have them sing the following song while mimicking toothbrushing with an imaginary toothbrush.

Tune: "Row, Row, Row Your Boat"

Brush, brush, brush your teeth

Gently round your gums.

Merrily, merrily, merrily, merrily,

Brushing can be fun!

Brush, brush, brush your teeth

Brush them every day.

The front, the sides, the back, the top

To keep the germs away!

Brush, brush, brush your teeth

Brush without delay.

You need to do this every day

To keep the germs away.

ACTIVITY 8: AUGUST SHINY TEETH

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: Toothbrushing Chart

Increasing Toothbrushing Awareness

Ask: Who brushed their teeth yesterday?

Explain: We need to brush our teeth every day to keep them clean. You should ask your mom or dad to help you brush your teeth.

Ask: How do your teeth feel after you brush them?

Possible answers: Slippery and smooth.

Ask: Think about eating dinner, what does your plate look like after you eat?

Possible answers: It looks dirty, messy or has food stuck to it.

Ask: What does it look like after it is washed?

Possible answers: Clean and smooth and shiny again.

Explain: That's the same way food sticks to your teeth and after you brush them, they are clean and smooth and the germs are gone.

Explain: Use just a tiny bit of toothpaste on your brush. Spit it out after brushing.

Note: Children should be assisted with toothbrushing up until about the age of eight, when they have developed enough dexterity to brush on their own. An adult should supervise young children while brushing to monitor the amount of toothpaste and to discourage the child from swallowing the toothpaste.

Activity: Use a chart for a week to help them track their toothbrushing and reward them with a sticker, a star or simply have them draw a smiley face on their chart to acknowledge them for each day they report brushing. This could be done every morning in their circle for one week. It may prompt discussion about toothbrushing.

ACTIVITY 9: SEPTEMBER APPLE TOOTH DECAY PROJECT

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Apple Tooth Decay Demonstration: The purpose of this demonstration is to show how tooth decay spreads throughout a tooth and causes a cavity.

Preparation Time: 15 minutes, three days prior to discussion

Materials Needed: Apple, knife, paper bag

Instructions: Take an apple and make a hole one-inch deep in it. Put it in a paper bag and let it sit for three days or over a weekend. At the end of three days, cut through the place where the hole was made and have the children look at the effect of decay. This shows how decay spreads through a tooth.

Ask: How can we prevent tooth decay?

Explain: We need to brush our teeth every day to remove the germs that can make cavities. You should ask your mom or dad to help you brush your teeth.

Explain: Use just a tiny bit of toothpaste on your brush. Spit it out after brushing.

Note: Children should be assisted with toothbrushing up until about the age of eight, when they have developed enough dexterity to brush on their own. An adult should supervise young children while brushing to monitor the amount of toothpaste and to discourage the child from swallowing the toothpaste.



ACTIVITY 10: OCTOBER TALKING ABOUT HEALTHY FOODS

Target Audience: Children ages 3-6

Approximate Time: Prep time - 15 minutes; Class time - 10 minutes

Materials: Pictures of healthy foods and unhealthy foods cut out from magazines

The month of October is a perfect time to talk about eating healthy foods. This activity can be done in conjunction with the children's snack time.

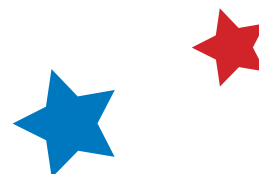
Ask: What foods are good for our teeth?

Possible responses: Fruits, vegetables, meat, cheese, milk.

Explain: There is another way we can help keep our teeth clean and healthy. That is by eating and drinking healthy foods. The foods we eat are just as important for keeping our teeth healthy as they are for keeping our bodies healthy. Eating a mix of healthy foods for breakfast, lunch and dinner is the best way to keep your teeth and whole body in good shape.

Explain: If you are hungry and need a snack, choose foods like fruit, low-fat cheese, low-fat yogurt, or raw vegetables. If you are thirsty, have a glass of water or low-fat milk. Don't drink too much sugary soda or eat too many sweets. If you have some sweets, try to eat them with your meals.

Activity: Show pictures or plastic models of nutritious foods and beverages, or cut pictures of them from magazines. If your class is familiar with My Plate, or if you have taught about nutrition, you can use it to review good choices. (Visit www.choosemyplate.gov for more information.)



Fun and Nutritious Snacks:

- ★ Raw vegetables - may be eaten with or without dip, spread, yogurt or cream cheese. Carrots, broccoli, celery, cucumbers, green peppers, cauliflower and tomatoes.
- ★ Fresh fruit - offer these already cut up and ready to eat or have children make their own fruit salad. Apples, oranges, strawberries, bananas, kiwi, honeydew, watermelon, berries, nectarines, cantaloupe, grapes, peaches, pears or pineapples (offered by themselves or with cottage cheese or yogurt).
- ★ Crackers - any variety, wheat, rye, sesame, graham (low salt, low fat, fat free choices where available). Offer cheese and crackers, peanut butter and crackers or cream cheese and crackers.
- ★ Applesauce - no sugar added
- ★ Cheese cubes or string cheese - any variety
- ★ Bagels - mini size great for children
- ★ Yogurt
- ★ Pretzels
- ★ Bread sticks
- ★ English muffin with melted cheese
- ★ Toasted cheese sandwich
- ★ Dry cereal as a snack (but no sugar coated or frosted ones)
- ★ Rice cakes



ACTIVITY 11: NOVEMBER HEALTHY SNACKS, HEALTHY TEETH

Target Audience: Children ages 3-6

Approximate Time: Prep time - none; Class time - 10 minutes

Materials: Blank drawing paper and crayons

Ask: Do you remember that we talked about healthy food last month?

Ask: Can you name some foods that we said are good for our teeth?

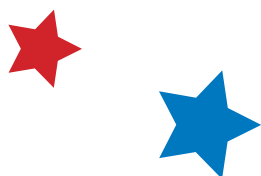
Possible responses: Fruits, vegetables, meat, cheese, milk.

Ask: Why do we care about healthy food for our teeth?

Possible responses: So we don't get tooth decay.

Explain: Eating too much candy and other sweet treats, or drinking drinks that have sugar, can cause tooth decay. The germs in our mouth like sugar and they can grow and cause holes in our teeth, just like the hole in the apple we put in the bag.

Activity: Children's artwork can be a great way to spark some Healthy Snacks, Healthy Teeth talk. Provide paper and crayons and encourage children to draw things they eat to keep their teeth and bodies healthy. Post the pictures on the wall. As they color the page, review the list of healthy and unhealthy foods on the previous page and talk about brushing after they eat especially if they have a sweet treat.



ACTIVITY 12– DECEMBER

TOOTHBRUSHING

DEMONSTRATION AND SONG

Target Audience: Children ages 1-5

Approximate Time: Prep time - none; Class time - 10 minutes

Materials: One soft toothbrush and tooth model or picture of teeth

Toothbrushing Song: The purpose of this activity is to develop toothbrushing skills important for daily dental care. You will need a toothbrush and a tooth model or a picture of teeth.

Demonstrate basic brushing to children. Remember to slowly demonstrate brushing on the outside, the inside and the chewing surfaces of the top and bottom teeth, using short, back and forth or circular motions.

After children have a basic understanding of the technique, you can teach the children the following song to the tune of “Here We Go Round the Mulberry Bush.”

Have them mimic toothbrushing motions holding make-believe toothbrushes out in front of them while singing the following song:

Tune: “Jingle Bells”

I brush my teeth, I brush my teeth, morning noon and night.
I brush them, floss them, rinse them clean; I keep them nice and white.
I brush them once, I brush them twice; I brush them till they shine.
I always brush them round and round; those precious teeth of mine.
I eat good foods, I eat good foods, I give my teeth a treat.
I like to eat healthy foods like veggies, fruit, and meat.
If I eat sweets, if I eat sweets, I brush them right away
To keep my teeth shiny bright, and free from tooth decay.

Did you brush your teeth last night?

Teacher:

Name	Mon.	Tues.	Wed.	Thurs.	Fri.



FAMILY HANDOUTS

PLAYING WITH YOUR THREE TO FIVE YEAR OLD

Preschoolers learn by:

Copying, following examples, following simple directions, playing make-believe, moving.

Your child can do these activities:

Catching, tumbling, dancing, galloping, skipping, kicking, crawling, tossing, climbing, throwing, rolling, hopping.

The skills that your child learns by playing will give him/her confidence:

Celebrate your life together.

Take time to play together.

Play with Toys:

Light-weight hand paddles, hula hoops, beach balls/large balls, tricycles, jump ropes, light-weight bats and balls, brooms, rakes, toy cars and trucks, blocks.

Things at home to play with:

Plastic coffee can lids (Frisbee™), aluminum foil (make a ball), empty boxes or baskets, newspaper balls, sock balls, dress-up clothes, run through a sprinkler.

Games to play:

Dance to music, hopscotch, leap frog, hide-and-seek, jump rope.



**Playing with your preschooler helps your
child grow smarter, stronger, healthier
and happier.**

ACTIVITIES TO DO WITH YOUR CHILD

Marching Band

Make some instruments using:

Dry beans in an empty container with a lid to shake (oatmeal box, coffee can).
Wooden spoons to bang on pots. Rubber bands, stretched over containers, and pull on them to make sounds.

Make-Believe Walk

Help your child pretend to walk through different places:

In the forest, on the moon, in the jungle, on hot sand, through the snow, in the mud.

Indoor helping activities

Pick up toys, help make beds, help dust furniture, help feed and care for pets, help clean floors, carry laundry, help grocery shopping.

Outdoor helping activities

Help walk the dog, help clean up the yard, help garden, help wash the dog, help wash the car, take walks.

WHY IS IT IMPORTANT FOR MY CHILD TO BE ACTIVE AND PLAY?

- ★ Children learn through play.
- ★ Play helps them get along with others.
- ★ Play helps them learn new skills and use their imagination.
- ★ Play helps them learn about words, feelings and thoughts.
- ★ Seeing and doing new things helps your child's brain to grow.

HOW CAN I MAKE ACTIVITY FUN AND ENCOURAGE MY CHILD TO PLAY?

- ★ Play with your child. Your child will enjoy spending time with you! Find activities that you both enjoy.
- ★ Be a role model for your child. Your child will watch you and want to be like you.
- ★ Encourage your child to play outside every day. Fresh air is good!
- ★ Children need planned activities as well as free play.
- ★ Arrange for your child to play with other children often.

JUGAR CON SU HIJO DE TRES A CINCO AÑOS DE EDAD

Los niños preescolares aprenden:

Imitando, siguiendo ejemplos, siguiendo instrucciones sencillas, desarrollando su fantasía, moviéndose.

Su hijo puede hacer estas actividades:

Atrapar (una pelota), dar volteretas, bailar, saltar, galopar, patear, gatear, lanzar, trepar, arrojar, rodar, brincar.

Las habilidades que su hijo aprende jugando hacen que se sienta seguro de sí mismo. Celebren su vida juntos.

Dedique tiempo a jugar juntos.

Juguetes:

Raquetas ligeras, aros (hula hoops), pelotas para la playa/pelotas grandes, triciclo, cuerdas para saltar, bate y pelota livianos, escoba, rastrillo, carros y camiones de juguete y bloques.

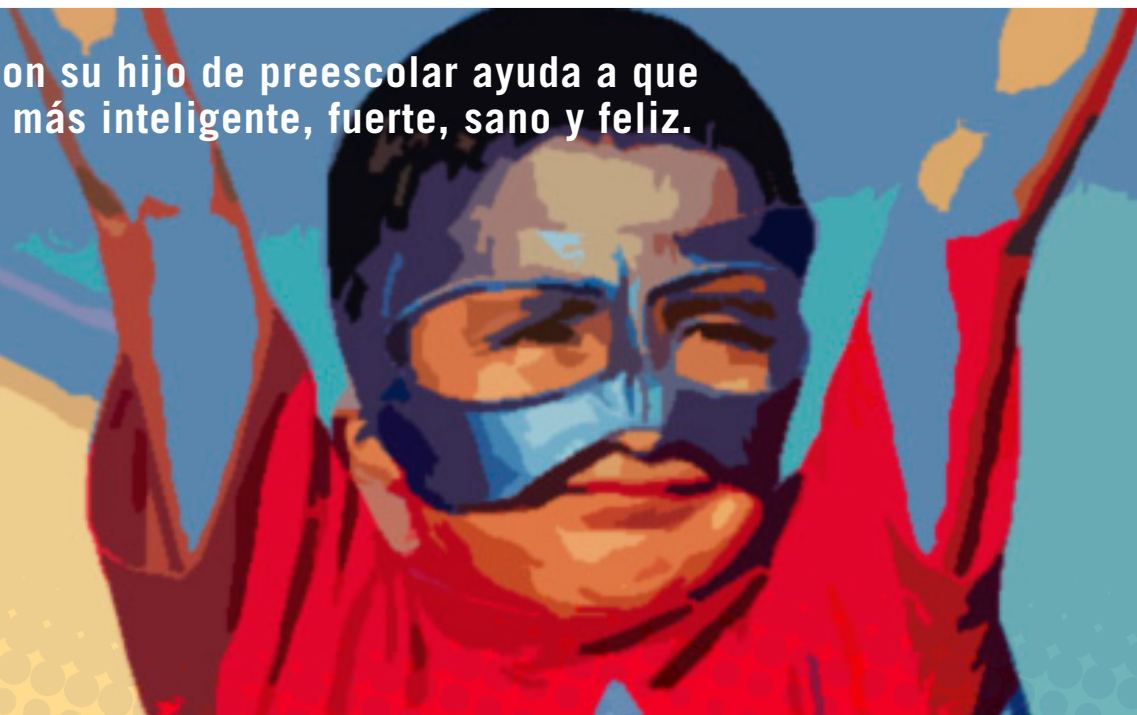
Cosas de la casa con las que se puede jugar:

Tapas plásticas de lata de café (Frisbee™), papel de aluminio (hacer una pelota), cajas o canastas vacías, pelotas de periódicos, pelotas de calcetines, ropa para juegos de imaginación, El agua de la regadera del jardín.

Juegos para jugar:

Bailar al son de la música, rayuela (avión), salto de rana, escondite, saltar la cuerda.

Jugar con su hijo de preescolar ayuda a que crezca más inteligente, fuerte, sano y feliz.



PUEDE HACER CON SU HIJO

Banda de Música

Haga instrumentos usando:

Frijoles secos en un recipiente vacío con tapa, para agitarlos (caja de avena, lata de café).

Use cucharas de madera para golpear ollas.

Tome ligas, estírelas sobre recipientes y tire de ellas como si fueran “cuerdas” de guitarra.

Salir a caminar usando su imaginación

Ayude a su hijo a actuar como si estuviera caminando en diferentes lugares: En el bosque, en la luna, en la selva, en la arena caliente, en la nieve y en el lodo.

Actividades para ayudar en la casa

Recoger los juguetes, ayudar a tender las camas, ayudar a quitar el polvo de los muebles, ayudar a alimentar y cuidar a las mascotas, ayudar a limpiar los pisos, llevar la ropa a la lavadora y ayudar con las compras en el supermercado.

Actividades para ayudar afuera

Ayudar a sacar a caminar al perro, ayudar a limpiar el patio, ayudar con la jardinería, ayudar a bañar al perro, ayudar a lavar el carro, salir a caminar.

¿POR QUÉ ES IMPORTANTE QUE MI HIJO SEA ACTIVO Y JUEGUE?

- ★ Los niños aprenden mediante el juego.
- ★ El juego lo ayuda a llevarse bien con los demás.
- ★ El juego lo ayuda a aprender nuevas habilidades y a usar su imaginación.
- ★ El juego lo ayuda a aprender sobre palabras, sentimientos y pensamientos.
- ★ Ver y hacer cosas nuevas ayuda a que el cerebro de su hijo se desarrolle.

¿CÓMO PUEDO HACER QUE LA ACTIVIDAD SEA DIVERTIDA Y ANIMAR A MI HIJO A QUE JUEGUE?

- ★ Juegue con su hijo. ¡Disfrutará pasar tiempo con usted! Encuentre actividades que los dos disfruten.
- ★ Sea un modelo para su hijo. La observará y querrá ser como usted.
- ★ Anime a su hijo a que juegue afuera todos los días. ¡El aire fresco es bueno!
- ★ Además de juego libre, los niños necesitan actividades planificadas.
- ★ Haga arreglos para que su hijo juegue con otros niños a menudo.

Fuente: California WIC Program. (2003). Playing with your 3-5 year old. www.cdph.ca.gov/programs/wicworks/Documents/NE/WIC-NE-EdMaterials-PlayingWithYour3To5YearOld.pdf

DEAR FAMILIES,

How much time do your children spend each day or week sitting in front of one kind of screen or another instead of actively playing or exercising?

Several studies have linked excessive screen time to childhood obesity and lower literacy rates for children of all ages. Scientists have also found language delays among children younger than age two who are exposed to too much screen time. Screen time is the number of minutes or hours that a child spends each day looking at a screen: television, movie, cell phone or computer.

Set boundaries for television and other media use. Avoid screen media for infants or toddlers younger than age two, and limit the amount of time older children watch or use media. According to the American Academy of Pediatrics, children preschool-age and older should have no more than two hours of total screen time per day. Remember that computer time factors into a child's overall screen time for a day. Also, be aware of the amount of screen time your child is getting outside of the home and factor it into the total amount you allow for the day.

Tip: Use a timer to help children remember when it is time to stop.

Strive to expose your child to high-quality television and media materials. You may want to review your options with the following questions in mind:

- ★ Is this considered developmentally appropriate for my child's age?
- ★ Has it been reviewed by others or won awards from credible sources?
- ★ Does it show diverse images of children and/or adults engaged in a range of non-stereotypical activities? For example, does a segment on baking a cake only show women cooking? Are all the children, teenagers or adults in a music video one race or ethnicity? If so, how are they portrayed?
- ★ Is it free from bias, violence and sexually explicit content? For example, are there scary images? Characters fighting? Sexual themes or content?

Watch with and actively engage your child in thinking about what you are seeing on the screen. Discuss what characters are doing, how they might be feeling and use screen time as an opportunity to talk about your family's values.

Finally, develop and abide by clear and consistent "House Rules" for the frequency and use of television, media and computers in your home.

Adapted from National Association of Child Care Resource & Referral Agencies | 1515 N. Courthouse Road, 11th Floor, Arlington VA 22201 phone 703-341-4100 fax 703-341-4101 www.naccrra.org #1188-0617 Copyright © 2011. This material may be reproduced and distributed for educational purposes only.

ESTIMADAS FAMILIAS,

¿Cuánto tiempo pasan sus niños, al día o a la semana, pasivamente sentados frente a algún tipo de pantalla en lugar de estar jugando activamente o haciendo ejercicio?

Varios estudios han relacionado el excesivo tiempo que pasan los niños frente a la pantalla con la obesidad infantil y la disminución de los niveles de aprendizaje en los niños de todas las edades. Los científicos también han encontrado los retrasos en el lenguaje entre los niños menores de dos años que han sido expuestos a demasiado tiempo frente a la pantalla.

Establezca límites para ver televisión y cualquier otro aparato de comunicación. Evite las pantallas para bebés o niños menores de dos años y limite la cantidad de tiempo en que los niños mayores ven o usan estos aparatos. De acuerdo con la Academia Americana de Pediatría, los niños de edad preescolar y mayores, no deberían tener más de dos horas en tiempo total frente a la pantalla por día. Recuerde que el tiempo en la computadora cuenta para el tiempo total al día frente a la pantalla de un niño. Además, esté pendiente del tiempo que pasan frente a la pantalla fuera de la casa y súmelo al total de horas permitidas al día.

Consejo: Use un cronómetro para ayudar al niño a recordar cuándo es tiempo de parar.

Trate de exponer a su niño a programas de televisión y materiales de comunicación de calidad. Quizá quiera repasar sus opciones tomando en cuenta las siguientes preguntas:

- ★ ¿Se considera esto apropiado para el desarrollo de mi hijo a su edad?
- ★ ¿Ha sido revisado por otros o ha ganado premios de fuentes creíbles?
- ★ ¿Muestra diversas imágenes de niños y/o adultos participando en actividades sin estereotipos? Por ejemplo, hay un segmento donde se hace un pastel y hay sólo mujeres cocinando; ¿Todos los niños, adolescentes o adultos en un vídeo musical de una raza o grupo étnico? Si es así, ¿Cómo los presentan?
- ★ ¿Está libre de prejuicios, violencia y contenido sexualmente y explícito? Por ejemplo, ¿Estas imágenes dan miedo? ¿Los personajes están peleando? ¿Contiene temas sexuales?

Vea la televisión con su niño y participe activamente en la forma de pensar de su hijo sobre lo que está viendo en la pantalla. Discuta lo que están haciendo los personajes, cómo cree que se están sintiendo y use ese tiempo como una oportunidad para hablar sobre los valores en la familia.

Por último, desarrolle y cumpla con las “Reglas de la Casa” claras y consistentes respecto a la frecuencia y uso de la televisión, aparatos y computadoras en su hogar.

Adaptado de la Asociación Nacional de Agencias de Recursos y Recomendaciones de Cuidado Infantil 11515 N. Courthouse Road, 11th Floor, Arlington VA 22201 Tel. 703-341-4100 fax 703-341-4101 www.naccra.org #1188-0617 Copyright © 2011. Este material se puede reproducir y distribuir solo para propósito educativos.



LIMIT THE SUN BUT NOT THE FUN! BE “SUNWISE!”

Use Sunscreen Every Day!

Even on cloudy days, the sun’s rays can damage your skin. Wear sunscreen with an SPF of 15 or higher. Apply 10 minutes before going outside and reapply every 2½ hours or sooner if perspiring or engaging in water activities. Wearing sunscreen every day is as important as brushing your teeth!

Wear a Wide-Brimmed Hat and Lip Balm!

A hat with a wide brim offers better protection for your scalp, ears, face and the back of your neck than a baseball cap or visor. Remember to protect lips with SPF 15+ lip balm.

Wear Sunglasses!

Sunglasses reduce sun exposure that can damage your eyes and lead to cataracts. Check the label and choose sunglasses that block at least 90% of UVA and UVB rays.

Cover Up!

Wear long sleeves and pants, if possible, to protect your skin when playing or working outdoors. Darker colors and fabric with a tight weave provide the most protection.

Limit Time in the Midday Sun!

Limit your outdoor activities when the UV rays are strongest and most damaging (10 am to 4 pm). Remember: Look for your shadow—If no shadow, seek cover!

Take Cover!

Find something fun that doesn’t involve exposure to direct sun. Take cover under a tree or ramada or find an indoor activity inside a gym, library or classroom during peak UV times.

Check the Daily UV Index!

Did you know you can check the intensity of the sun's rays every day? The ultraviolet or UV Index is a way of measuring the sun's intensity. The scale is from 1 to 11+. The higher the UV, the more careful you should be. A day with a UV rating of 10 requires more protection than a day with a rating of 1. Click on: www.azdhs.gov/phs/sunwise

Avoid Sun Lamps and Tanning Booths!

These artificial sources of UV light can cause as much damage as the sun's UV rays. Remember, there is no such thing as a safe tan. To get a tan, skin damage has to occur!



¡LIMITE EL SOL PERO NO LA DIVERSIÓN! PROTÉJASE DEL SOL

¡Use Bloqueador Solar Todos los Días!

Hasta en los días nublados, los rayos del sol pueden dañar su piel. Use bloqueador solar con SPF de 15 o más alto. Aplíquelo 10 minutos antes de salir y vuelva a aplicar cada 2 ½ horas o más seguido si suda o realiza actividades en el agua. Usar bloqueador solar todos los días es tan importante como cepillarse los dientes.

¡Use un Sombrero Ancho y Protector Labial!

Un sombrero de ala ancha ofrece mejor protección para su cuero cabelludo, orejas, cara y la nuca que una gorra de beisbol o visera. Recuerde proteger sus labios con protector labial SPF 15+.

¡Use Lentes para el Sol!

Los lentes para el sol reducen la exposición al sol que pueden dañar sus ojos y causar cataratas. Revise la etiqueta y escoja lentes para el sol que bloqueen al menos el 90% de rayos UVA y UVB.

¡Cúbrase!

Use mangas y pantalones largos, si es posible, para proteger su piel cuando juegue o trabaje a la intemperie. Los colores oscuros y telas un poco ajustadas dan una máxima protección.

¡Limite su Tiempo bajo el Sol de Mediodía!

Limite sus actividades al aire libre cuando los rayos UV estén más fuertes y más dañinos (10 am a 4 pm). Recuerde: Busque su sombra—Si no hay sombra ¡Cúbrase!

¡Protéjase!

Busque algo divertido que no signifique exponerse directamente al sol. Protéjase bajo un árbol, ramada o busque una actividad bajo techo en el gimnasio, biblioteca o salón de clases cuando los rayos UV alcanzan su nivel más alto.

¡Revise el índice diario de UV!

¿Sabía que usted puede revisar la intensidad de los rayos del sol todos los días? El índice ultravioleta o de UV es una forma de medir la intensidad del sol. La escala del 1 a 10. Entre más alto estén los UV, más cuidado debe tener. Un día con un nivel UV de 10 requiere de más protección que un día con un nivel de 1. Haga clic en: www.azdhs.gov/phs/sunwise

¡Evite las lámparas de sol y cuartos de bronceado!

Estas fuentes artificiales de luz UV pueden causar tanto daño como los rayos UV del sol. Recuerde, no hay bronceado seguro. Para broncearse, ¡se tiene que dañar la piel!



BRINGING BREAST MILK TO THE CHILD CARE FACILITY

Containers

- ★ Human milk can be safely stored in glass, hard plastic bottles, plastic freezer bags, or storage bags specifically designed for storing human milk. Choose containers that do not have Bisphenol A (BPA).
- ★ When storing milk in bottles, wash in hot water and air dry. You do not have to sterilize the bottles.
- ★ Milk will expand when it is frozen, so leave room at the top if you plan to freeze.
- ★ Only put 2-4 ounces of milk into each container, or the amount your baby eats at a single feeding.

Labeling

- ★ Use a permanent marker or other labeling that will not rinse off when wet.
- ★ Label each container with the date you expressed the milk and your child's full name.

Storage at home

- ★ If you are planning to use the milk within a week, store in the refrigerator.
- ★ Frozen milk can be stored for at least six months in the freezer.
- ★ For detailed milk storage guidelines, consult:
www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.html

Amount

- ★ Infants over six weeks old usually eat 3-4 ounces every three hours. You'll learn how much your baby needs each day.
- ★ It's best to send the fresh milk you pumped the last time you were away from your baby.

If you have any questions about breastfeeding or milk storage, the Arizona Department of Health Services Hotline is available 24/7: 1-800-833-4642.

PARA TRAER LA LECHE MATERNA A LA GUARDERIA

Envases:

- ★ La leche materna se puede guardar de forma segura en biberones de vidrio o plástico duro, bolsas de plástico para el congelador o bolsas para almacenar, especialmente diseñadas para guardar leche materna. Elija los envases que no tienen Bisphenol A (BPA).
- ★ Cuando guarde la leche en biberones, lávelos con agua caliente y déjelos que se sequen con el aire. No necesita esterilizar los biberones.
- ★ La leche se expande cuando se congela, así que deje espacio arriba si planea congelarla.
- ★ Ponga sólo de 2 a 4 onzas de leche en cada envase o la cantidad que toma su bebé en de una sola vez.

Etiquetas:

- ★ Use un marcador permanente u otro tipo de etiqueta que no se borre con el agua.
- ★ Etiquete cada envase con la fecha en que se extrajo la leche y el nombre de su bebé.

Almacenar en Casa:

- ★ Si planea usar la leche dentro de una semana, guárdela en el refrigerador.
- ★ La leche congelada se puede guardar por al menos 6 meses en el congelador.
- ★ Para más detalles sobre cómo guardar la leche, consulte:
www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.html

Cantidad:

- ★ Los bebés de más de 6 semanas de nacidos normalmente toman 3 ó 4 onzas cada 3 horas. Usted podrá calcular cuánta leche necesita su bebé diariamente.
- ★ Es mejor enviar la leche fresca que se extrajo la última vez que estuvo alejada de su bebé.

Si tiene preguntas sobre la lactancia o cómo guardar la leche, la Línea de Emergencia del Departamento de Servicios de Salud de Arizona está disponible las 24 horas, 7 días a la semana: 1-800-833-4642.

BREASTFEEDING RESOURCES FOR WORKING MOTHERS

If you are planning to pump when you are separated from your baby, there are many places to get information on how to make it work.

Phone Resources for Working Breastfeeding Mothers:

Arizona Department of Health Services provides a 24-hour hotline to answer questions about breastfeeding, medications, milk storage and transitioning to work: 1-800-833-4642

Websites for Working Breastfeeding Mothers:

La Leche League provides breastfeeding advice, including pumping, transitioning to a bottle, talking to your employer about breastfeeding and more. www.llli.org/nb/nbworking.html

US Department of Labor enforces the law requiring employers to provide a place other than a bathroom for mothers to express milk and to give reasonable unpaid time to pump. www.dol.gov/whd/nursingmothers

Books for Working Breastfeeding Mothers:

- ★ *Working Without Weaning: A Working Mother's Guide to Breastfeeding.* Kirsten Berggren, Pharmasoft Publishing, 2006.
- ★ *Nursing Mother, Working Mother* revised edition by Gale Pryor and Kathleen Huggins. Harvard Common Press, 2007.
- ★ *Hirkani's Daughters: Women Who Scale Modern Mountains to Combine Breastfeeding and Working*, Compiled and edited by Jennifer Hicks. La Leche League, International, 2005.
- ★ *The Milk Memos.* Cate Colburn-Smith and Andrea Serrette. Tarcher, 2007.
- ★ *Breastfeeding in Combat Boots: A Survival Guide to Successful Breastfeeding While Serving in the Military.* Robyn Roche-Paull, Hale Publishing, 2010.

RECURSOS PARA LA LACTANCIA PARA MADRES TRABAJADORAS

Si usted planea usar una bomba para extraer su leche cuando esté separada de su bebé, hay muchos lugares para obtener información sobre cómo hacerlo funcionar.

Recursos Telefónicos para Madres Trabajadoras que están Amamantando

El Departamento de Servicios de Salud de Arizona ofrece una línea directa de 24 horas para contestar a sus preguntas sobre lactancia, medicamentos, cómo almacenar la leche y la transición para volver al trabajo: 1-800-833-4642

Sitios de Internet para Madres Trabajadoras que están Amamantando

La Liga de la Leche ofrece consejos sobre lactancia, incluyendo como usar la bomba de extracción, el cambio al biberón, cómo hablar con su empleador sobre lactancia y más. www.llli.org/nb/nbworking.html

Departamento Federal del Trabajo hace cumplir la ley que exige que los empleadores proporcionen un lugar, que no sea el baño, para las madres que necesitan extraerse la leche y darles un tiempo razonable sin pago para que utilicen la bomba. www.dol.gov/whd/nursingmothers

Libros para Madres Trabajadoras que están Amamantando:

- ★ *Working Without Weaning: A Working Mother's Guide to Breastfeeding.* Kirsten Berggren, Pharmasoft Publishing, 2006.
- ★ *Nursing Mother, Working Mother* revised edition by Gale Pryor and Kathleen Huggins. Harvard Common Press, 2007.
- ★ *Hirkani's Daughters: Women Who Scale Modern Mountains to Combine Breastfeeding and Working*, Compiled and edited by Jennifer Hicks. La Leche League, International, 2005.
- ★ *The Milk Memos.* Cate Colburn-Smith and Andrea Serrette. Tarcher, 2007.
- ★ *Breastfeeding in Combat Boots: A Survival Guide to Successful Breastfeeding While Serving in the Military* . Robyn Roche-Paull, Hale Publishing, 2010.

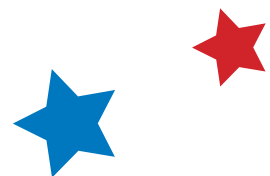
DEAR FAMILIES,

We are proud to be an Arizona Department of Health Services Empower child care site. The Empower Program is a voluntary program that we participate in to empower children to live healthy lives. As an Empower site, we follow 10 standards supporting nutrition, physical activity, sun-safety, oral health and tobacco prevention.

As a result of participating in the Empower Program, we offer children ages one and older only 100% fruit juice (with no added sugars) and we limit the offering of juice to no more than two times per week. The American Academy of Pediatrics (AAP) recommends that children ages one to six drink no more than four to six ounces of fruit juice a day. This amount is the total for the whole day, including both time in child care and at home. According to the AAP, whole fruit is more nutritious than fruit juice and provides dietary fiber. Fruit juice that is 100% pure juice offers no nutritional advantage over whole fruits. Continuous consumption of juice during the day has been associated with a decrease in appetite for other nutritious foods. Excessive fruit juice consumption may be associated with malnutrition, overnutrition and undernutrition as well as children being overweight and childhood obesity.

As an Empower Child Care Facility, we feel we have a responsibility to help your child establish lifelong healthy habits. By establishing healthy habits early in life, children can dramatically reduce their health risks and increase their chances for longer, healthier lives. You love your child and you want the best for them, so please join us in creating opportunities for them to make healthy choices.

**Thank you for helping to provide healthier
options for your children.**



ESTIMADAS FAMILIAS,

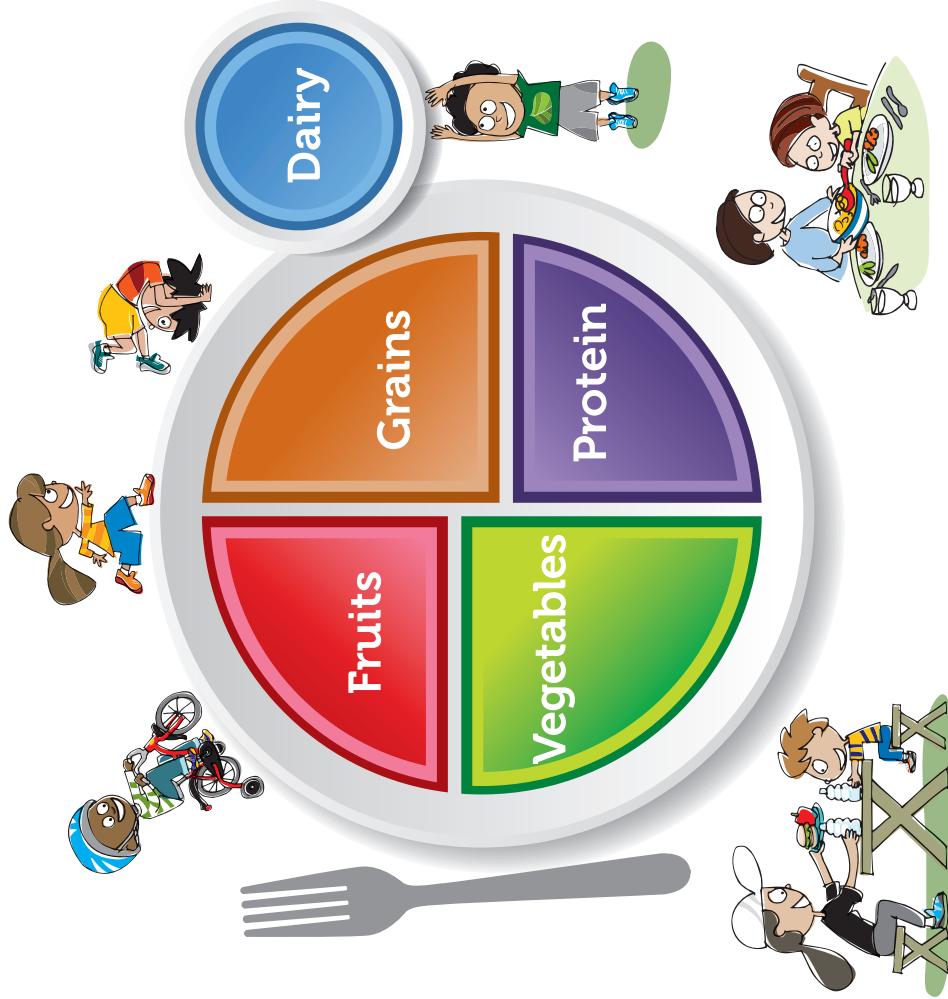
Estamos orgullosos de ser un sitio de cuidado infantil de Empower del Departamento de Servicios de Salud de Arizona. El programa Empower es un programa voluntario en el que participamos para preparar a los niños para que tengan una vida saludable. Como sitio de Empower, seguimos 10 estándares que apoyan la nutrición, la actividad física, como cuidarse del sol, salud dental y prevención del uso del tabaco.

Como resultado de nuestra participación en el programa Empower ofrecemos a los niños, de un año o mayores, sólo jugo 100 % de frutas (sin azúcar agregada) y limitamos el jugo a no más de dos veces por semana. De acuerdo con la Academia Americana de Pediatría (AAP), la fruta entera es más nutritiva que el jugo de frutas y proporciona fibra alimenticia. El jugo 100% de frutas no tiene ventajas de nutrición sobre las frutas enteras. El continuo consumo de jugo durante el día se ha asociado con una disminución en el apetito para otras comidas nutritivas. La Academia Americana de Pediatría recomienda que los niños de uno a seis años de edad tomen no más de cuatro a seis onzas de jugo de frutas al día. Esta cantidad es el total para todo el día, incluyendo tanto el tiempo en la guardería como en casa. Demasiado consumo de jugo de frutas se puede asociar con la desnutrición, sobre nutrición y mala nutrición. El consumo excesivo de jugo 100% de frutas puede contribuir al sobrepeso y a la obesidad.

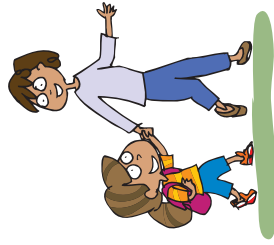
Como una institución de cuidado infantil Empower, sentimos que tenemos una responsabilidad para ayudar a que su hijo establezca hábitos de salud para toda la vida. Al establecer estos hábitos saludables temprano en la vida, los niños pueden reducir dramáticamente sus riesgos de salud y aumentan sus posibilidades de tener una vida larga y saludable. Usted ama a sus hijos y quiere lo mejor para ellos, así que por favor únase a nosotros para crear oportunidades para que tomen decisiones saludables.

Gracias por ayudarnos a proporcionar opciones saludables para sus niños.

Healthy Eating ^{for} preschoolers



Choose **MyPlate.gov**



Get your child on the path to healthy eating.

Focus on the meal and each other.

Your child learns by watching you. Children are likely to copy your table manners, your likes and dislikes, and your willingness to try new foods.

Offer a variety of healthy foods.

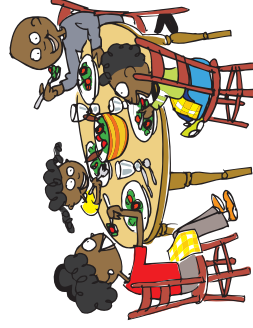
Let your child choose how much to eat. Children are more likely to enjoy a food when eating it is their own choice.

Be patient with your child.

Sometimes new foods take time. Give children a taste at first and be patient with them. Offer new foods many times.

Let your children serve themselves.

Teach your children to take small amounts at first. Let them know they can get more if they are still hungry.



Cook together.

Eat together.

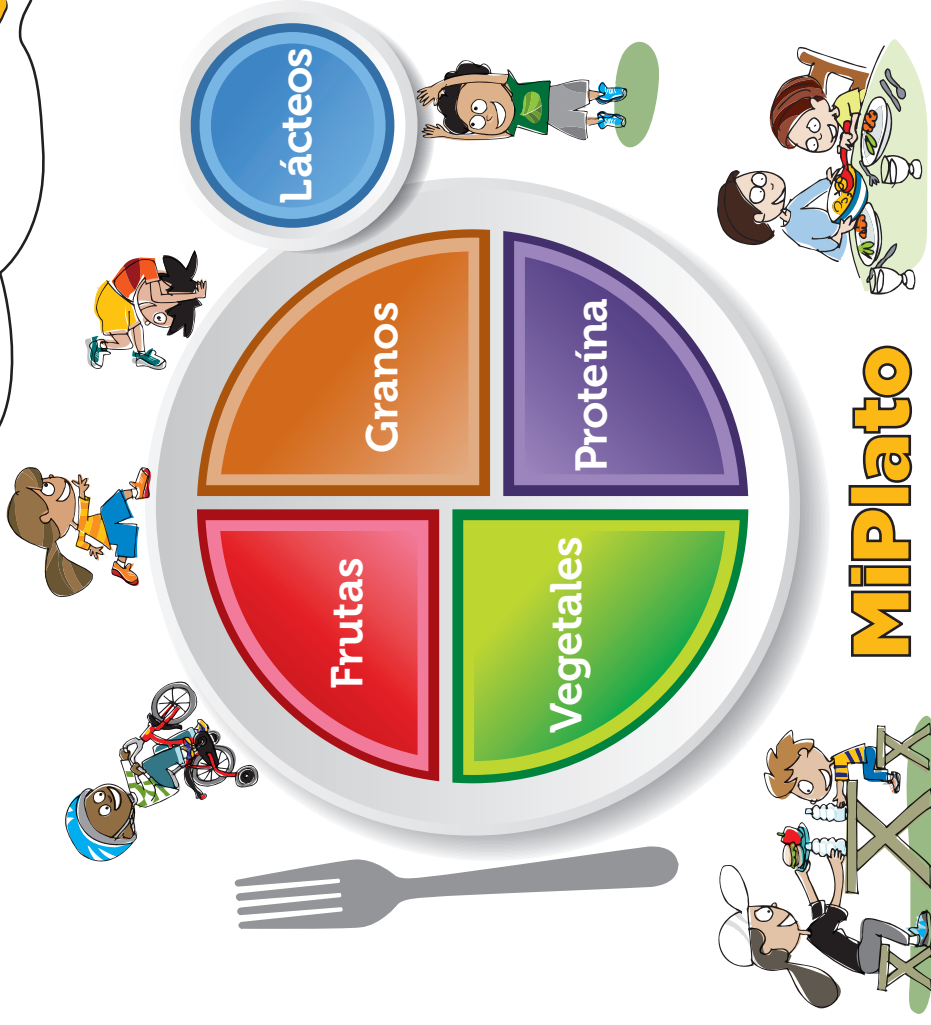
Talk together.

Make meal time family time.

Alimentación Saludable

para

Niños preescolares



MiPlato

ChooseMyPlate.gov

Encamine a su niño hacia una alimentación saludable.



*Enfóquese en la comida y en pasar
tiempo juntos.*

Su niño aprende de usted. Los niños imitan su comportamiento en la mesa, lo que a usted le gusta, lo que no le gusta y su deseo de probar nuevos alimentos.

Ofrezca variedad de alimentos saludables.

Permita que su niño decida cuánto va a comer. Los niños tienden a disfrutar más de sus comidas cuando comen por su propia voluntad.

Sea paciente con su niño.

Algunas veces toma tiempo aceptar alimentos nuevos. Dé a sus niños la oportunidad de probar algo y sea paciente con ellos. Ofrezca comidas nuevas muchas veces.

Permítale que sus niños se sirvan.

Enseñe a sus niños a tomar pequeñas cantidades al principio. Hágalos saber que puede servirse más si aún tienen hambre.

Cocinen juntos.

Coman juntos.

Platiquen.

*Haga de sus comidas
un momento familiar.*



TAKING CARE OF YOUR CHILD'S TEETH

- ★ Clean your baby's mouth after each feeding with a clean, soft cloth. Start brushing with a soft bristled toothbrush after the first tooth comes in.
- ★ Around age two, start brushing with a small amount of fluoridated toothpaste (about a small pea size). Be sure to have your child spit the toothpaste out after brushing. Before the age of two, consult your child's dentist about toothpaste.
- ★ Help your child brush every day until he or she is able to brush his or her own teeth, usually around age seven or eight.
- ★ Take your child for his or her first dental visit around age one. Continue regular check-ups to prevent tooth decay and find any problems early.
- ★ Encourage your child to eat regular nutritious meals and avoid frequent between-meal snacking. Limit the amount and frequency of sugars in their diet. This includes sweet foods (candy, cookies, fruit leathers, and raisins), snack foods (chips, crackers, french fries) and sweet drinks (soda, fruit punch, sport drinks).

What Causes Cavities?

We all have germs in our mouths - some good and some bad. The bad germs can cause cavities or tooth decay.

Germs can spread from parents/caregivers to infants and children through saliva. Avoid passing germs to your child. Do not share cups, eating utensils or food, and don't lick a pacifier to "clean" it before giving it to your baby or child.

Sweet foods or sweet drinks feed the germs that cause tooth decay. Never put juice or soda in a bottle and never put the baby to bed with a bottle; sleeping with a bottle all night or at naptime gives the germs that cause tooth decay food to grow.

Regular brushing with a small amount of fluoridated toothpaste can help prevent tooth decay.

Tooth decay can be stopped if it is caught and treated early.

PARA CUIDAR LOS DIENTES DE SU NIÑO

- ★ Limpie la boca de su bebé todos los días después de alimentarlo con un trapo limpio y suave. Empiece a usar el cepillo blando desde que le salga el primer diente.
- ★ A la edad de dos años, comience a usar el cepillo con una pequeña cantidad de crema dental con fluoruro (como del tamaño de un chicharo). Asegúrese de que su niño escupa la crema dental después del cepillado. Después de los dos años, consulte al dentista de su niño sobre la crema dental.
- ★ Ayude a sus niños a cepillarse todos los días, hasta que se pueda lavar solo los dientes, regularmente como a los 7 u 8 años.
- ★ Lleve a su niño para su primera visita dental como a la edad de 1 año. Continúe con revisiones regulares para prevenir las caries y encontrar cualquier problema con anticipación.
- ★ Anime a su niño a comer comidas nutritivas con regularidad y evite los bocadillos frecuentes entre comidas. Limite la cantidad y frecuencia de azúcar en la dieta de su niño; esto incluye las comidas dulces (dulces, galletas, cueritos de fruta y pasas), botanas (papas fritas, galletas saladas, papas a la francesa) y bebidas azucaradas (soda, coctel de frutas, bebidas deportivas).

¿Lo que Causa la Caries?

Todos tenemos gérmenes en nuestra boca – algunos son buenos y otros malos. Los gérmenes malos pueden causar caries o pérdida de los dientes.

Los gérmenes los pueden pasar los padres/encargados de cuidado a los bebés y niños a través de la saliva. Evite pasarle los gérmenes a su niño – no comparta los vasos, utensilios para comer o la comida y no “limpie” con su lengua el chupón antes de dárselo a su bebé o niño.

Las comidas o bebidas dulces alimentan a los gérmenes que pueden causar la caries dental. Nunca ponga jugo o soda en un biberón y nunca acueste al bebé con un biberón; dormir con el biberón toda la noche o a la hora de la siesta ayuda a que los gérmenes que causan la caries se desarrollen.

Cepillarse regularmente con una pequeña cantidad de crema dental con fluoruro puede ayudar a prevenir la caries dental.

La caries dental se puede detener si se detecta y trata a tiempo.

THE DANGERS OF SECOND-HAND SMOKE

By age 5, a child who lives with just 1 smoker has inhaled the equivalent of 102 packs of cigarettes



SECOND-HAND SMOKE CAN CAUSE:

Breathing difficulties
Higher risk of learning disabilities
Ear infections with increased severity requiring tubes in the ears
Pneumonia & bronchitis
Coughing or asthma attacks
Increased risk of SIDS (Sudden Infant Death Syndrome)

WHAT CAN YOU DO?

- ✓ If you smoke, quit!
- ✓ Keep kids away from smoke and smokers
- ✓ Don't allow smoking in your home or car (Opening a window does NOT protect you from smoke)
- ✓ Use smoke-free child care
- ✓ Only go places that are smoke-free
- ✓ Teach kids to stay away from places where people smoke

1-800-55-66-222
www.ashline.org



ASHLine offers FREE personalized quit coaching

You can quit. We can help.

LOS PELIGROS DEL HUMO DE SEGUNDA MANO

Para la edad de 5 años, un niño que vive con tan solo un fumador ha inhalado lo equivalente a 102 paquetes de cigarrillos



EL HUMO DE SEGUNDA MANO PUEDE CAUSAR: ¿QUE PUEDE HACER?

Dificultad para respirar
Alto riesgo de problemas de aprendizaje
Incrementa de Infecciones del oído
Neumonía & Bronquitis
Ataques de Asma o Tos
Incrementa el riesgo de SIDS (Síndrome de muerte infantil repentina)

- ✓ ¡Si usted fuma, deje de fumar!
- ✓ Aleje a los niños del humo y de los fumadores
- ✓ No permita que se fume en su casa o auto (el abrir una ventana no le protege del humo)
- ✓ Asegúrese que en su guardería no se permita fumar
- ✓ Solo visite lugares donde no se permita fumar
- ✓ Enseñar a los niños a mantenerse alejados de lugares donde la gente fuma

1-800-55-66-222
www.ashline.org



La línea ASHline ofrece asesoría personalizada para dejar de fumar

Deje de Fumar, Nosotros le Ayudamos.

THE DANGERS OF THIRD-HAND SMOKE



Third-hand smoke is an unseen culprit that gets stronger, more toxic and more dangerous over time

WHAT IS THIRD-HAND SMOKE?

Third-hand smoke is particles from tobacco smoke that lingers for months in the air, and sticks on surfaces in homes and cars. It is inhaled through dust and absorbed through the skin. It enters a home on the clothes, hair and skin of anyone around smoke.

WHAT CAN YOU DO?

- ✓ If you smoke, quit!
- ✓ Keep kids away from smoke and smokers
- ✓ Don't allow smoking in your home or car
(Opening a window does NOT protect you from smoke)
- ✓ Use smoke-free child care
- ✓ Only go places that are smoke-free
- ✓ Teach kids to stay away from places where people smoke



ASHLine offers FREE personalized quit coaching

1-800-55-66-222
www.ashline.org

You can quit. We can help.

LOS PELIGROS DEL HUMO DE TERCERA MANO



El humo de tercera mano es un peligro invisible que se hace más fuerte y tóxico con el tiempo.

¿QUÉ ES EL HUMO DE TERCERA MANO? ¿QUÉ PUEDE HACER?

El humo de tercera mano son las partículas del humo del tabaco que están en el aire y se prolonga por meses y se pega en las superficies de las casas y autos. Se inhala a través del polvo y se absorbe por la piel. Entra en una casa en la ropa, el cabello y la piel de cualquier persona expuesta al humo.

- ✓ ¡Si usted fuma, ¡deje de fumar!
- ✓ Aleje a los niños del humo y de los fumadores
- ✓ No permita que se fume en su casa o auto
(el abrir una ventana no le protege del humo)
- ✓ Asegúrese que en su guardería no se permita fumar
- ✓ Solo visite lugares donde no son permitidos fumar
- ✓ Enseñar a los niños a mantenerse alejados de lugares donde la gente fuma



la línea ASHline ofrece asesoría personalizada para dejar de fumar

1-800-55-66-222
www.ashline.org

Deje de Fumar, Nosotros le Ayudamos

RESOURCES & REFERENCES



RESOURCES

- ★ **Empower:** <http://theempowerpack.org/>
- ★ ADHS 24-Hour Pregnancy and Breastfeeding Hotline - Provides information about pregnancy, breastfeeding, and help in accessing prenatal care: [1-800-833-4642](tel:1-800-833-4642)
- ★ Arizona Department of Health Services (ADHS): <http://www.azdhs.gov>
- ★ ADHS Bureau of Nutrition and Physical Activity: <http://www.azdhs.gov/phs/bnp/index.html>
- ★ ADHS/Arizona Nutrition Network: <http://www.eatwellbewell.org>
- ★ ADHS/Breastfeeding Program: <http://www.azdhs.gov/phs/bnp/gobreastmilk>
- ★ ADHS/Bureau of Child Care Licensing: <http://azdhs.gov/als/childcare/index.html>
- ★ ADHS/Office of Oral Health: <http://www.azdhs.gov/phs/owch/ooh/index.html>
- ★ ADHS/SunWise Program: <http://www.azdhs.gov/phs/sunwise/>
- ★ ADHS/Tobacco-free Arizona: <http://azdhs.gov/tobaccofreeaz>
- ★ Arizona Department of Education, Child and Adult Care Food Program (CACFP): <http://www.azed.gov/health-nutrition/cacfp> and <http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program-cacfp>
- ★ American Academy of Pediatrics: <http://www.aap.org>
- ★ American Academy of Pediatrics, Arizona Chapter: http://www.azaap.org/5210_AZ_Way_To_Go
- ★ American Dental Association: <http://www.ada.org>
- ★ Children's Information Center - provides information about health services available for infants and children: [1-800-232-1676](tel:1-800-232-1676)
- ★ Healthy and Active Preschoolers. A Nutrition Learning Center for Child Care Programs: <http://www.healthypreschoolers.com/>

- ★ Let's Move! Child Care:
<http://www.healthykidshealthyfuture.org/welcome.html>
- ★ My Plate for Preschoolers:
<http://www.choosemyplate.gov/preschoolers.html>
- ★ National Association for Sport and Education:
<http://www.aahperd.org/naspe/standards/nationalguidelines/activestart.cfm>
- ★ National Resource Center for Health and Safety in Childcare and Early Education: <http://nrckids.org/>
- ★ Nemours Best Practices for Physical Activity: <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguide2010.pdf>
- ★ Office of Child Care Technical Assistance Network: www.childcare.gov
- ★ Preventing Childhood Obesity in Early Care and Education Programs/ Selected Standards from Caring for Our Children: National Health and Safety Performance Standards:
http://nrckids.org/cfoc3/pdfversion/preventing_obesity.pdf
- ★ Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) - Provides supplemental food, nutrition and breastfeeding education, and referrals to health and social services for pregnant women, new mothers, infants, and children: www.azwic.gov or 1-800-252-5842.
- ★ USDA, Team Nutrition:
<http://teamnutrition.usda.gov/Resources/nutritionandwellness.html>
- ★ Ways to Enhance Children's Activity and Nutrition (We Can!):
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan>

REFERENCES

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http://www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.html
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<http://nrckids.org/CFOC3/PDFVersion/list.html>
- ★ Arizona Department of Health Services, Bureau of Women's and Children's Health, Office of Oral Health. Arizona Oral Health Survey of Preschool Children, 2008-2009 Arizona Department of Health Services, Bureau of Child Care Licensing Rules & Regulations: Child Care Rules and Statutes:
<http://www.azdhs.gov/als/childcare/rules/index.html>
- ★ Arizona Department of Health Services, Bureau of Child Care Licensing Rules & Regulations: Child Care Group Homes Rules & Statutes:
<http://www.azdhs.gov/als/childcare/rules/index.html>
- ★ Caring for Our Children: National Health and Safety Performance Standards: Preventing Childhood Obesity in Early Care and Education Programs.
http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf
- ★ Child and Adult Care Food Program (CACFP) under the USDA guidelines:
<http://www.fns.usda.gov/fns/Default.html>
- ★ Dietary Guidelines for Americans 2010:
<http://www.health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf>
- ★ Nemours: Best Practices for Physical Activity:
<http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguide2010.pdf>
- ★ Ramage S.2000. The impact of dental disease on school performance: The view of the school nurse. Journal of the Southeastern Society of Pediatric Dentistry 6 (2):26.

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Arizona Department of Health Services
150 North 18th Avenue, Suite 310
Phoenix, Arizona 85007

